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ABSTRACT

A national survey was conducted of the humanities or general education courses required or recommended in the occupational curricula of community and junior colleges. Responses to a four-page questionnaire mailed to the president of every two-year college known to the American Association of Community and Junior Colleges totaled 336. Copies of the questionnaire, tabulated data, and a list of colleges participating in the survey are appended. The major conclusion is: It is pretty generally agreed that the average student in the occupational curricula is practical and oriented toward his rather specific occupation. He wants to begin making money to gain the security he needs as soon as he can. Obviously, this student would prefer to concentrate on the most practical courses he feels he needs for his immediate future and postpone those courses he does not see an immediate value in until later, or forever. Because of this, it is to be regretted that there are so few optional humanities courses offered in these curricula. This is not surprising, however, since the community college is still so oriented toward the four-year college or university that it will deny its own philosophy. It still seems to supply the community with what the faculty thinks should be its needs rather than what it actually wants. It sits in loco parentis to the whole district it serves, telling the community what is good for it whether it likes it or not. For a related and more extensive document see ED 065 114. (Author/KM)

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REPORT

National Survey of Humanities Courses Offered in Occupational Curricula in the Two-Year Colleges

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October 1, 1971

Abstract of Major Conclusion

It is pretty generally agreed that the average student in the occupational curricula is practical and goal oriented toward his rather specific occupation. He wants to begin making money to gain the security he needs as soon as he can. Obviously, this student would prefer to concentrate on the most practical courses he feels he needs for his immediate future and postpone those courses he does not see an immediate value in until later, or forever. Because of this, it is to be regretted that there are so few optional humanities courses offered in these curricula. This is not surprising, however, since the community college is still so oriented toward the four year college or university that it will deny its own philosophy. It still seems to supply the community with what the faculty thinks should be its needs rather than what it actually wants. It sits in loco parentis to the whole district it serves, telling the community what is good for it whether it likes it or not.

JC 730 110

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 31 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Traditionally the junior college has been thought of as an institution which offered courses parallel and almost similar to those found in the typical four year college, but today this course serves the needs of only about one third of the students.[1] Moreover, "in the 1980's it will still be true that fewer than 20 per cent of our job opportunities will require a four year degree."[2]

Today, occupational education is a major task in the two year colleges with the largest enrollments, and the traditional college parallel courses are in proportion becoming less and less in demand. This trend is the result of the real assessment of the needs of the community and the local students.

> "Occupational education" refers to any and all education and training offered by junior colleges aimed at preparation for employment as distinguished from curriculums in the liberal arts, fine arts or humanities. "Occupational education" covers professional, semiprofessional, technical and skilled-level curriculums for all fields (e.g., agriculture, business, industry, health, home economics, public service) of employment.[3]

As a result of recommendations from authorities in the occupational area, and requirements by state law and professional agencies, nearly every occupational curriculum requires or recommends that the student take some courses other than science, mathematics and the more technical courses.[4] Thus, for example, some type of English course is almost always required, and in Michigan the law requires that every student take political science. As new occupational curriculums are developed, students with goals other than to transfer to a four year school are, in a sense, imposed on the traditional academic departments. Frequently, the departments continue to offer their traditional courses whether or not they are appropriate in their standards and/or aims.[5] On the other hand,

there is often a demand from the occupational teachers that special courses be developed just for their group. When this demand is met there is a proliferation and fragmentation of course offerings so that one might find English for nurses, English for apprentices, and so on in addition to the standard Business English or Technical Writing. The staff of traditional academic departments are usually not equipped either by training or temperament to offer such special courses as Technical Writing or sociology for policemen, so part time people are employed or regular staff are forced into courses they do not want to teach. In some instances excellent courses result from this, but far too often inappropriate and ineffectual syllabi are developed or adapted from the traditional approach.

The American Association of Community and Junior Colleges has identified over 300 different occupational curricula being offered to thousands of students. The list grows every year. Very little is known about the humanities or general education courses required or recommended in these curricula. The purpose of this survey was simply to find out what these courses are and who teaches them. If this information could be obtained and it appeared that many traditional courses are required, some judgment about the appropriateness of the courses for the curricula might be made.

A four page questionnaire was mailed to the presidents of every two year college known to the American Association of Community and Junior Colleges (see Appendix I). A follow-up questionnaire was sent two months later. Over a period of four months ending in August 1970, catalogues and completed questionnaires were received from 336 colleges.

This is an excellent response, creating a more than adequate sample since some two year colleges (most of them private) offer no occupational courses at all. Others offer only one or two business and secretarial courses. Since there is no complete list of colleges offering occupational courses, it is impossible to check the assumption that this sample is a sample of well over half, but out of a total of 900 two year colleges, more or less, in the United States, a response of 336 would appear to be so. (See Appendix III).[6] (I can sympathize with the dean who said he would not respond since my questionnaire was the thirty fifth he had received.)

Finally, it may safely be assumed that though more occupational courses may have been added here and there over the past year or so, the humanities offerings have increased proportionately. Since the conclusions in this report do not depend on sheer numbers, slight fluctuations in gross figures will not alter them. If the conclusions in the report are acted upon, however, a survey taken ten years from now shguld show a very substantial increase in the number and kind of humanities courses being offered in community colleges, but they would no longer be tied to occupational curricula.

Now turning to the survey, I will make some remarks about each section along with some brief conclusions. When I have finished with that I will try to bring all the conclusions together and go beyond them to some major conclusions and recommendations.

The data gathered from the first page, "Specific occupational areas and degrees or certificates granted," is so varied and in such small numbers that it is not meaningful, except that it demonstrates the complexity of this problem. For example, in the most popular area of technical education, Electronics, 14 schools offer a 1 year certificate

and 78 offer some kind of associate degree. Engineering and Drafting and Design have the next highest number of schools offering degrees--46 and 39. In Business, General Secretary is the most offered curricula with 46 schools giving a one year certificate and 111 giving some kind of associate degree. The charts are spotted with ones and twos for most of the other offerings. (The results of the Western Illinois survey reported in the footnote give an idea of the enormous enterprise occupational education is today, however.) Obviously, with the number of schools reporting and the variety of curricula offered, the numbers in each slot will not be very large.

The second page asking about the number of humanities hours required, again elicited such a complex response that it is represented with 24 pages of graphs. (See Appendix II) Needless to say, writing courses are required more often than any other course. Psychology, political science, economics, history, literature, and general humanities are very frequently required, with sociology being the least often required, though a sizeable number of courses do require it. The miscellaneous category "Other" accounts for the rest of the courses.

Turning to page three, the first question is concerned with the number of students enrolled in 18 month/two year certificate or degree programs who are taking college parallel humanities courses. Here, a huge range is found. Twenty-one schools report that fewer than 50 students take such courses, while twenty-six schools have over 1600 students enrolled in these areas. Seventeen schools say none of their students are so enrolled and eleven report that all occupational students take such courses, and fifty-eight schools made no response and five schools provided answers that did not correspond with questions. Thus seventy-four schools for one reason or another were not able to provide a particularly meaningful answer to this question. If such

figures were not readily available to deans or institutional research, it would be difficult to predict needs for staff in the humanities areas.

The usual number of students taking college parallel humanities courses ranges from 100 to 450: Nineteen schools have 50-100 students in them; 17 schools, 100-150; 18 schools, 150-200; eleven schools, 200-250; nine schools, 250-300; seven schools, 300-350; ten schools, 350-400; and nine schools, 400-450.

At each 50 student breakoff point an average number of five schools in the sample appear in the range of 450 to 750 students (4 schools, 450-500; 6 schools, 500-550, and so on).

The average number of schools in the sixteen ranges of 50 students from 750 to 1600 is two (1.9). A little multiplication and addition will not reveal a precise number of students taking college parallel courses as part of their occupational curricula, but it does reveal that thousands of sections are offered in these areas. The implications for budgets and staffing in humanities divisions are obvious. So the seventy-four schools which could not give particularly meaningful replies to this question are either operating on luck or prayer, neither of which are particularly aided by institutional research. They may also depend on part-time help, hired at the last minute.

The next question is about the number of students enrolled in 18 month/two year certificate programs who are taking humanities courses specially designed for occupational programs. These students are on programs leading to a certificate only, but the figures in the answer to this question certainly overlap with the figures about students taking college parallel humanities courses since there is no reason to believe that a specially designed course would not be a college transfer course. Also, it must be remembered that a certificate program at one school could result in an AS degree at another.

The number of schools offering specially designed humanities courses is smaller than the number of schools offering only college parallel, but it should be pointed out that some curricula in some schools may be a mixture of the two types of courses. Again, the tabulation has been made with increments of 50 students between each recording area. Sixteen schools offer these courses to less than 50 students and five schools have over 1600 students in such courses. In the range between 50 students and 350, twenty schools have 50-100; nineteen have 100-150; nine have 150-200; ten have 200-250; one has 250-300; and six have 300-350. There are twenty-three schools in the range between 350-700 students in these courses (2,350-400; 6,400-450; 5,450-500; 2, 500-550; 1, 550-600; 3, 600-650; and 4, 650-700). Above 700 the number of schools drops off (1, 750-800; 2, 800-850; 1, 1000-1050; 1, 1100-1150; 1, 1200-; 2, 1400-1450; and 2 1500-1550). Eighty-one schools did not respond and four gave answers which did not correspond. One-hundred and five schools said they had no such specially designed courses. Once again, these figures represent a highly significant number of students and sections in the humanities area. (1600 students at 30/section= 53 to 54 sections and at 20/section = around 80 sections).

In answer to the question "Are all of the humanities courses taught by faculty from the academic departments?" 259 schools said "Yes," and 40 said "No" (15 schools did not respond and one answer did not correspond). 46 schools said that humanities courses were taught by faculty in occupational education,while 233 said occupational faculty did not teach such courses. (34 schools did not respond, probably because their humanities courses are taught exclusively by the humanities staff as they had reported in the question before. This helps to account for the difference between the figure 259 schools having only humanities taught by

humanities people and 233 schools saying no occupational staff teach humanities.)

In response to the question: "Which of your humanities courses are taught by faculty from occupational education?", the following courses were listed. (Numbers in parentheses indicate more than one school).

Agriculture
Agriculture Communication
(2) Applied Psychology
Aviation Law (taught by attorney with a degree in Physics)

Basic Business Concepts
Business Area
(2) Business Communications
(1) Business English
Business Law
Business Psychology
(2) Business Speech

(1) Communications
(1) Communication Skills
Community Relations
Commutations

Data Processing
Display

(6) Economics
Engineering
(5) English
English (Secretarial)

General Mathematics
Growth & Development

History of Fashion Art
History of Fashion Art Lab
Humanities
(4) Human Relations

Industrial Relations

Labor Relations

Mathematics

(1) Orientation Technology

Personal Development
Personal Management
Physical Education
Principles of Management
Principles of Salesmanship
(2) Psychology

(2) Sociology
(2) Speech

Technical and Vocational
Technical Presentation
(4) Technical Report Writing

Vocational Relations

The response "all but technical report writin" is just about correct for the question, "Which humanities courses were developed by the academic faculty?' There is an indication in the list of specific courses that quite a few were probably developed specifically for the occupational students. Examples are: American culture, contemporary legal problems, political institutions, and urban affairs. The following courses were listed. (Numbers in parentheses indicate more than one school).

"All but Technical Report Writing"
American Culture
(1) American Institutions
(2) American Literature
American Studies
Anthropology
Applied Music
Applied Psychology
(1) Art
(4) Art Appreciation
Asian Studies--India
Asian Studies--Japan

Black American Heritage
(1) Business Communications

Chorus
(5) Communications
Composition
Contemporary Legal Problems
Contemporary Society & Ethics
Crime & Delinquency

Design
Developmental Psychology
Drama

(1) Drawing

(6) Economics
(17) English
(2) English Literature
(1) English Writing
Environment & Man
Ethics

Fundamentals of Music

(4) Government
Grammar

(1) Harmony
(10) History
History of England
History of Theatre
(1) Human Relations
(2) Humanities

(4) Integrated Humanities
(1) Introduction to Art
Introduction to Business
(2) Introduction to Humanities
Introduction to Literature
Introduction to Logic
(2) Introduction to Music

Language
(3) Literature

Mathematics
Metal-working
Music
(3) Music Appreciation
Music Theory

(14) Psychology
(5) Philosophy
(3) Political Science
(1) Painting
Political Institutions

Reading Skills
Religion
Religions of Man

(9) Speech
(11) Sociology
(4) Social Science
Soviet Seminar
Survey of Literature
Science

(1) Technical English
Theory
(1) Technical Report Writing
Typing

Urban Affairs

World Literature
World Masterpieces
World Civilization

Zoology

The courses developed by the occupational faculty are pretty much what one would expect, and the list generally parallels the courses taught by that faculty. The most unusual courses were creative dramatics, children's literature, and folk, square and social dancing. The following courses were listed. (Numbers in parentheses indicate more than one school).

Arts & Crafts
Agriculture Economics
Agriculture Communication

(2) Business Principles
(3) Business English
(1) Business Communication
Business Law
(1) Business Psychology

Community Relations
(3) Communications
Creative Dramatics
Children's Literature

Display

Economics of Government
(4) Economics
English Courses for Secretarial Students
(4) English
English Grammar

Folk, Square & Social Dance

(3) Human Relations
History of Fashion Art
History of Fashion Art Lab

Industrial Relations
Investment Economics
Industrial Psychology

Leadership & Planning

Marketing & Distribution
Music

Oral Communication

(3) Psychology
Practical Nursing
(1) Personal Development
(1) Principles of Management
Principles of Salesmanship
Physical Education

(1) Sociology
Social Science
Speech

(4) Technical Report Writing

When asked, "How many teachers from the full-time college staff are teaching humanities part-time in the occupational curriculums?" 59 schools did not respond and 40 gave answers which did not correspond with the question. However, 16 schools said all their full-time staff taught a part-time overload in the occupational area, and 72 said none of their full-time people were so employed. It is difficult to make a judgment about these figures, but some speculations will be made in the concluding remarks.

The number of full-time faculty employed with an overload in the humanities courses offered in the occupational area ranges from 1 (5 schools) to 120 (1 school). Only a few schools employ large numbers of full-time faculty with an overload, but the numbers add up to an impressive total of 1088 staff members in 25 schools. (The figures are based on a range from 18 teachers through 120). In the lower ranges a total of 101 schools employ 635 regular faculty members with part-time loads, and all the 126 schools reporting employ a total of 1723 full-time

people with an overload. (This does not include the 16 schools reporting all full-time faculty are employed with the possibility of an overload.)

In addition to the number of schools which employ full-time faculty with an overload, are the 75 schools which employ teachers who are not on the full-time college staff. Two schools report that all required humanities courses are staffed by part-time people, 133 say none are so staffed, 95 did not respond and 10 gave answers which did not correspond. The total number of teachers reported was 438. The range was from 1 faculty member to 60.

It is very possible that some schools employ both full-time faculty who take an overload and people who are not on the full-time staff to do part-time teaching. Thus the total number of schools employing both cannot be determined. However, it appears that more than 2161 people are employed part-time to teach humanities in the various occupational curricula. This is an impressive number. Even if this number is only translated into one section apiece and each section is calculated at 20 students, it seems safe to assume that 44 to 45,000 students are being taught humanities courses by part-time staff. Even double this number might be a conservative estimate.

In response to the question: "Are any of the humanities courses in your occupational curriculums required by state law?", 78 schools replied "Yes" and 198 replied "No." The following courses were listed as being required by state law. (Numbers in parentheses indicate more than one school).

College Parallel Courses (20 hours)
(4) Communication Skills
(6) Economics
(21) English
Fundamentals of Math

(3) General Education (20 hours)
General Education (30 hours)
(3) Health Education
(19) History
(4) Humanities
Physical Education
(18) Political Science
(2) Psychology
(11) Social Science
(2) Speech
(4) Survey of Literature

In addition to the above list of courses, the following comments were received:

"AAS Degree requires 6 semester hours of any humanity offering."

"Some requirements are federal."

"Pennsylvania law requires 25% of the courses in all occupational curricula to be in the general area of the Humanities (includes Science and Math)."

In response to the question: "Are any of your occupational programs approved by professional groups or agencies such as NLN or ECPD?", 121 schools replied "Yes" and 79 replied "No." There were 108 with "no response." The following occupational programs and their professional groups or agencies were listed. (Numbers in parentheses indicate more than one school).

Program	Agency
A&P Mechanics.....(4)	F.A.A.
Air Traffic Controller .....(1)	F.A.A.
Aviation Maintenance	F.A.A.
Aviation Pilot Training.....(3)	F.A.A.
Animal Tech Program.	American Vet. Med. Assoc.
Animal Tech Program.	Wash. St. Vet. Med. Assoc.
Air Cond. & Ref.	National Air Cond. Assoc.
Architectural Engineering Tech	ECPD
All. .....(2)	Middle States Accred. Agency
All.	N.Y. State Educ. Dept.
All.	
Assoc. Degree Nursing.	Fla. State Bd. of Nurses

Auto Mechanics		Texas Ed. Agency
Air Cond.	(1)	ECPD
All Trade Apprenticeship		Calif. Div. of Appren. Stand.
All.	(1)	State Dept. of Voc. Ed.
All Humanities		Univ. of Minn./NCA Candid. States
All Occupational Programs		N. Cent. Assoc. of Sec. Sch.&Colleges
Assoc. Degree Nursing	(1)	State Board (Mich.)
Assoc. Degree Nursing	(4)	NLN
All Voc. Programs.		
All	(3)	ECPD
Business Prog.-Assoc. Degrees.		ACBS
Civil Engineering Tech	(4)	ECPD
Cosmetology.		State Bd. of Cosmetology
Construction Engineer. Tech.		Assoc. Gen. Contractors
Construction Tech.		ECPD
Chemical Engineer. Tech.	(1)	ECPD
Commercial Pilot		F.A.A.
Data Processing.	(1)	Texas Ed. Agency
Drafting & Design Tech	(1)	Texas Ed. Agency
Design Tech.		ECPD
Drafting	(1)	Amer. Inst. of Design & Draft.
Data Processing		Data Proc. Management Assoc.
Dental Asst.	(5)	Council of Dental Ed.
Dental Asst.	(12)	Am. Dental Assoc.
Dental Hygiene	(1)	Council for Dental Ed.
Dental Hygiene	(10)	Am. Dental Assoc.
Dental Hygiene		Dental League
Dental Tech.	(1)	A.D.A.
Drafting Tech		ECPD
Electronics Tech	(13)	ECPD
Electrical Electronics		N.Eng. Assoc. of Colleges & Sec.Sch.
Engineer. Tech Curriculum		Engineer. Council for Prof. Dev.
Electronics Tech		Texas Ed. Agency
Food Service Supervision		Nat. Food Service Soc.
Fire Protection		Nat. Fire Protection Assoc.
Fire Command. & Admin.		Pierce Co. Fire Chiefs Assoc.
Fire Command & Admin.		Pierce Co. Fire Commis. Assoc.
High School Completion Prog.		N.C. State Bd. of Educ.
Industrial Chemistry	(1)	Am. Chem. Soc.
Instrumentation		Instrum. Soc. of Am.
Inhalation Therapy		AAIT
Inhalation Therapy	(1)	Council of Ed.
Inhalation Therapy	(1)	AMA
Law Enforcement		Dept. of Pub. Safety
License of Practic. Nursing.		N.C. State Bd. of Ed.
License of Practic. Nursing		NLN

License of Practic. Nursing	(2)	State Bd.
License of Practic. Nursing		NAPHE
Licensed Voc. Nurs.		State of Calif.
Liberal Arts.		N.Y. State Bd. of Ed.
Med. Lab Ass't.		Bd. of Certif. Lab Assist.
Med. Engineer. Tech		ECPD
Mechanical		N. Eng. Assoc. of Col.&Sec. Sch.
Manuf. Opinion		ECPD
Mechanical Tech	(6)	ECPD
Meat Inspect. Tech.		
Mortuary Science		Texas Fun. Dir.& Embalm. Assoc.
Medical Research		Div. of AMA
Medical Tech		Am. Assoc. of Clinical Pathologists
Mass Media Tech		Mo. Press Assoc.
Mental Health		NIMH
Mental Health		Texas Ed. Agency
Mental Retardation Tech		Texas Ed. Agency
Machine Design & Mach. Processes		Am. Soc. of Tool&Manuf. Engineers
Medical Lab Ass't		AMA Bd of Schools
Medical Lab Ass't		Am. Med. Soc. of Clinical Pathol.
Medical Secretary	(1)	Nat'l. Registry for Med. Asst.
Medical Secretary		Medical Secret.
Medical Lab Tech		AMA for Med. Lab Tech
Medical Lab Tech		Am. Soc. of Clinical Pathol.
Medical Ass't	(1)	AMA
Medical Ass't		Certif. Med. Assoc.
Medical Records	(2)	Am. Med. Rec. Assoc.
Nurses.	(13)	State Bds.
Nurs.		Pa. Dept. of Ed.
Nurs.	(47)	Nat'l League of Nursing
Nursery-Kinder.		Pa. Dept. of Ed.
Nursing	(1)	AMA
Nurs. A.A.		CSBN
Nurs		Texas Ed. Agency
Occupational Therapy Ass't	(4)	Am. Occ. Ther. Assoc
Orthopedic Ass't.		ASOS
Opthalmic		Am. Bd. of Opticians
Opthalmic Dispens		Assoc. of Disp. Optic.
Opthalmic Dispens		Nat'l Bd. of Opticianry
Physical Therapy		Fla. Bd. of Med. Exam.
Police Sci.	(3)	POST
Pub. Health Prog.		Mass. Health Officers Assoc.
Pub. Health Prog.		Mass. Assoc. of Sanitariums
Pub. Health Prog.		Mass. Dept. of Public Health
Physical Therapy Ass't.		Am. Phy. Ther. Assoc.
Profess. Pilot		F.A.A.
Radiological Tech		Am. Soc. of Rad. Tech.
Restaurant & Hotel Cookery and Food Service.		Food Ser. Exec. Assoc. Am. Dietics Assoc.

Real Estate	Cal. R.E. Commis.
Radiological Tech	Hospital Council of Ed.
Radiological Tech	AMA
Radiological Tech	Nat'l. Assoc. of Radiol.
Surgical Tech	AORN
Secretarial Certif.	So. Assoc. of Colleges& Sch.
Secretarial Sci.	Middle States
Techn. Nurs.	NLN
Vet. Hospital Tech	
Vocational Nurs.	NLN
X-Ray Tech	AMA
X-Ray Tech	Nat'l. Registry Assoc.
X-Ray Tech	Am. Radiol. Assoc.

In addition to the above list of programs and their agencies, the following comments were received:

"All Occupational Programs were developed with the aid of advisory Committees".

"College accredited by North Cent. Assoc."

"All -- Accrediting Commissions for Bus. Sch."

"All Tech-Voc Programs are approved by the Texas Ed. Agency."

Many of these groups, of course, will not approve an occupational curriculum without certain humanities courses being included. This is obvious when one considers that 22 graphs were created to record this information. (See Appendix II). The question asks what courses are required or recommended, and so few are recommended as to be almost insignificant. These required courses resemble the earlier list (p. 12, 13) except in some areas. English writing stands out: up to 9 hours may be required. This suggests that accrediting or certifying agencies have played a large part in fixing humanities requirements in occupational curricula.

From here on the respondent (usually the dean for the occupational area) is asked to give his opinion.

In answer to the question, "Do you believe that fewer humanities courses should be required or recommended?" a resounding "No"was recorded for 251 respondents. Only thirteen said "Yes," with 43 not responding and five not understanding the question. The courses objected to were probably those required by some agency, and the objections seem to make sense. For example, sociology was objected to in the fashion and petroleum curricula; English in drafting and electronics; and history in business.

Fifty-two respondents felt that the technical content was so great in some of their curricula that no humanities could be included, but 116 did not find any curricula in which some humanities would not fit. (117 did not respond and 23 did not understand the question.) Sixteen respondents felt that none of their occupational programs could include humanities. Of the others, most of the curricula which would exclude humanities seemed reasonable for one reason or another. Examples are: cosmetology, electronics, engineering, mechanics and machinists, practical nursing and welding.

The respondents did not show much originality when they chose humanities courses which should be taught if there were no other considerations. The list, unfortunately, has been repeated twice as required courses. The only additions of any number were art, and western and world civilization. Ethics and anthropology were hardly mentioned, and no one mentioned any kind of minority literature although these do appear in very small numbers under courses offered.

Before I conclude, however, here is a list of the most frequently offered curricula found in this survey and the number of schools offering them follows:

CURRICULA OFFERED	NUMBER
Secretarial	238
Data Processing	131
Business Management	109
Electronics Technician	103
Nursing	95
Drafting and Design	78
Police	75
Market	74
Medical Technician	73
Engineer	69
Accountant	64
Art	56
Automotive	54
Supervision & Management	53
General Clerical	47
Dental Technician	41
Fire Technician	32
Machine Tool Technician	30
Agriculture Technician	28
Aviation	21
Human Service	16
Hotel & Motel	15
Welding	14
Bookkeeping	11

Also, I had intended to ask the following questions and answer them:

1. Is there a typical humanities requirement for certain clusters or allied courses?
2. What is the total number of hours typically required?
3. Is there a typical humanities requirement?
4. What course is most frequently required and how many hours?
5. What is the least number of hours typically required and in what curricula?
6. What course is least frequently required and how many hours?

However, my conclusions have made these questions appear relatively unimportant.

Conclusions:

1. I have long believed that the community college has denied its philosophy with its commitment to the students the college serves. The results of this survey certainly indicate this. The vast number of humanities courses required in the various occupational curricula reported here, demonstrate that the students must fit themselves to the college and the curricula, rather than that the college fits itself to the students, as its philosophy clearly states.

Faculties, advisory boards, state laws, and accrediting agencies, all are infected with the idea that the people do not know what they want or need, and so must be told. Creating needs for things is a big business in the United States, which perhaps accounts for some of our wealth, but creating a need for Scotch among beer drinkers is a somewhat questionable activity.

Why should a welder, an electrical technologist, or a nurse for that matter take a freshman composition? If these students need any language training at all it is to learn to read and speak and listen better, not to write better. Filling in a form does not require

high writing skill. The skills or information found in many other courses are equally inapplicable to the immediate need of occupational students.

At this point I will be accused of attempting to keep the working people down, of depriving them of all the cultural enrichment they so sorely need. I may be accused of perpetuating elitism. Fortunately, there is a vast majority of people, (unwashed, if you will) who would agree with me that the first thing they want is a job and security, and the longer a training program which is filled with courses they feel they do not need lasts, the longer they are kept off the job and the more frustrated they become. Pat Cross in her article "The New Learners" says that adults out of school share the same idea with students...."they want to learn how to do things as opposed to how to think about things."

> "Adult learning priorities seem to be dictated by the usefulness of the learning. Highest in priority are those skills that are needed by all adults in the course of daily living-vocational skills, investment and home repair for men; home and family skills for women; sports and leisure-time activities for both men and women. Next in order comes learning that will foster personal development and community responsibility humanities and the arts (especially for women) and public affairs and community problems. And finally at the bottom of the list of preferences, endorsed by fewer than 10 percent of the potential adult learners, are the basic academic tools of social, biological and physical sciences and English language.... So adult learners do challenge the heart of higher education--the curriculum.... The full meaning of universal postsecondary education has probably not been understood, and certainly not accepted, by the majority of people whose life work is education...."[7]

In addition, counselors, advisors and boards have been saying "nonsense" to the person who says "all I want now are the skills to do a good job." They know he needs more than that and he will get it even if it deprives him of a year's wages and seniority, and the country of productivity or service. Looking at it another way, would there be an

oversupply of data processors on the market today if data processing had not required an extra six months or a year in humanities? If the jobs are available had been quickly filled, wouldn't it have become apparent much sooner that people ought not to take data processing if they wanted a job? It is argued that having the humanities course the student can shift fields if need be. Why should he shift? Is a student's time of no value? If it is not, let him make the choice to waste it, not those "who know better than he."

Nothing of what I have said implies that I want to get rid of humanities courses for the people of the community. I believe in the community college philosophy and want to make it work. I believe that the community college should be a lifetime servant to the student who remains in the community. I don't think the college should ever give up its effort to recruit, retain and rerecruit students. Unless he chooses to, once a student enrolls in a community college, he should never be allowed to go away.

Thus, my suggestion is that students who are oriented toward occupational goals be trained as rapidly, efficiently and effectively as possible for the positions they wish. Then, after they have security, their car, their home, their family, they could be shown that they could afford to broaden and enrich their lives with the humanities. I would make humanities optional for every occupational curricula.

My position is strengthened by a study about occupational students. One of the most startling conclusions is that the socio-economic status of the students' parents has little if anything to do with his choosing an occupational curricula. Further, the students' stated goal to go no further than high school had no predictive value. Rather, students choosing vo-tech "had found high school a relatively unsuccessful and uninteresting experience and had unrealistically low self images of their

scholastic and intellectual abilities." (p.90) Yet rank on "scholastic measures" was nearly as likely to be in the highest 30 percent as in the lowest 30 percent." (p. 93)

The conclusion of this study is: "The prospect of a program much shorter in length, and above all, clearly directed to a visible and attainable occupational goal may be a highly desirable one." And "... the current trend toward increasing the general education component of vo-tech programs could be diminishing the attractiveness of these programs of prospective students."[8]

In addition, Patricia Cross says:

> "The interest of occupationally-oriented students in concrete and tangible goals is consistent with the research that finds lower socioeconomic groups concerned with security, immediate impulse expression, and concrete rewards, whereas higher socioeconomic groups are more likely to seek goals of status, achievement, and social respectability. These different value systems show some consistency of interest, attitude, and personality across the few research studies of junior college students that have been done in this terribly important area. Generally speaking, researchers characterize two-year college students as little interested in abstract thinking or in originality and as prone to be more conventional and rigid than students beginning their education in four-year institutions.
>
> In the CGP data (1968), occupational students were twice as likely as the college-parallel group to see the object of education as mostly or entirely job training,....[9]

Optional humanities courses would mean that the faculty who taught them would have to tailor them to the needs and abilities of the students so that they would be popular. Students would be taking them because they wanted to, just as they had taken their earlier more practical courses, and surely everyone would be happier.

2. Further studies of the goals and characteristics of the vocationally oriented student need to be made so that some idea of the broad population can be gained.

3. Institutional research at each community college should gather more

information about the vocational student, keeping in mind that frequently answers to questions will have been supplied to the student by unrealistic goals in the community and the general brain washing done by institutions of higher learning and their faculty.[10]

4. Good humanities courses should be widely publicized. The AACJC Journal is inadequate for this, as is the Technical Education News. And Change can hardly develop such discussion in their six to ten pages per month. National meetings given by the various humanities disciplines should have sections specifically devoted to the discussion of innovative courses for vocational students.

A national invitational meeting should be called to discuss the problems raised in this report and others so that direction can be given for the development of improved and more realistically practical humanities courses.

One of the advantages to following my proposal for optional humanities courses will be that a relatively stable humanities faculty can be developed. As occupational curricula come and go, the size and skills of the occupational education staff will fluctuate, but it will not be necessary to reduce or add humanities staff as this occurs, because humanities will be taught to students who want to take these subjects rather than to students in particular occupational curricula.

Finally, it is to be regretted that there are few optional, or merely recommended humanities courses in any of the curricula surveyed. This is not surprising, however, since the community college is still so oriented toward the four year college or university that it will deny its own philosophy. It still seems to supply the community with what the faculty or accrediting associations thinks should be its needs, rather than what it actually wants. These groups sit in loco parentis to the whole district or area they serve, telling the community or the trade or profession

that this is good for you whether you like it or not.11

Teaching the humanities under the present attitudes is to perpetuate elitism, and to continue the alienation of the working man or woman. To teach to make the student "wellrounded," to refine him, "to humanize" him is to fail to recognize, or to deny that the occupational student is human already. In our technological society, communion with the gods is finally necessary, but really a job and financial security seem to be needed before we can release our powers to achieve a more meaningful security.

FOOTNOTES

[1]Norman C. Harris, "Curriculum and Instruction in Occupational Education," Emphasis: Occupational Education in the Two-Year College, AACJC (Washington, D.C., 1966), p. 45.

[2]"First Annual Report of the National Advisory Council on Vocational Education," Occupational Education Bulletin, vol. 4 (October 15, 1969),p. 2.

[3]Norman C. Harris, Technical Education in the Junior College: New Programs for New Jobs, AACJC (Washington, D. C., 1964), p. 21.

[4]See: Emphasis, pp. 46-49. (and p. 2. of the questionnaire appendix)

[5]"The junior college must . . . set up its own courses and plans for achieving its goals rather than basing its program on tradition and imitating what is being done in four-year institutions. . . . Robert R. Wiegman, General Education in Occupational Education Programs Offered by Junior Colleges, AACJC (Washington, D. C., 1969), p. 9. See also: pp. 24-25.

[6]A survey of occupational education programs in community and junior colleges, made by Western Illinois University in cooperation with AACJC, showed as of November 30, 1970, a total of 10,724 individual programs leading to associate degrees, another 3,710 leading to certificates, 2,407 in continuing education or community service, and another 3,969 in the planning stage.

The associate degree programs broke down as follows:

Agricultural, agricultural technology . . .	885
Allied Health and medical technologies. .	1,388
Applied arts technologies	364
Business and commercial technologies. . .	3,538
Engineering and science technologies. . .	2,950
Public service and related technologies .	1,210
Skill-oriented vocational programs.	389

Based on the survey, it is estimated that 435,000 full-time-equivalent students (and nearly a million persons by headcount) were enrolled in occupational programs at community/junior colleges in 1970, according to K.G. Skaggs, occupational education coordinator at AACJC. Enrollments will be up about 14 per cent more in 1971, judging from pre-registration figures.

Developing Junior Colleges, Newsletter no. 96 (September 15, 1971), 2.

[7]Change vol. 5, no. 1 (Feb, 1973), pp. 33-34. For some remedies to this problem see the following article "La Guardia Community College," "Education in the World of Work," p.p. 35-37

[8]Robert H. Fenske, "Who Selects Vocational-Technical Post High Education?", The Two-Year College and Its Students. An Empirical Report. The American College Testing Program, Inc., 1969

It is unfortunate that the data in this section came from Wisconsin since Wisconsin has a well developed vocational-technical program offered in vocational institutes, but the"sample communities did not contain comprehensive 'community' or 'junior'colleges..."(p. 91) . Within this limitation, however, the data is extremely valuable and revelatory.

[9]K. Patricia Cross, "Occupationally Oriented Students," Junior College Research Review, Vol. 5, no. 3 (November 1970), p. 2-3.

[10]Some hopeful signs:
"The New Student in 1973"
"Promises to Keep: Norcal Impact on Student Attrition"
and a few other articles in AACJC Journal, vol. 43, no. 5 (Feb. 1973) and Change, already mentioned.

[11]See: M.L. Harris, "Urban Influences on Student Personnel Services" AACJC Journal vol. 43, no 5. (Feb. 1973) pp. 42-44.

SURVEY OF HUMANITIES COURSES IN JUNIOR AND COMMUNITY COLLEGE OCCUPATIONAL EDUCATION

APPENDIX I

Name and title of individual completing questionnaire:

_____

School: _____

Address: _____

SPECIFIC OCCUPATIONAL AREAS, AND DEGREES OR CERTIFICATES GRANTED IN YOUR SCHOOL

Please record certificate (C) or degree (AA, AAS, AS or other)

Major Area	*Specific Area*	*Length of Course* — *Less than 1 year*	*1 year Certificate*	*1-2 Year Certificate or Degree*
TECHNICAL EDUCATION	Electronics			
	Engineering			
	Metallurgy			
BUSINESS	Bookkeeping			
	General secretary			
	Legal secretary			
	Data processing			
	Programmer			
HEALTH	Nursing			
	Practical nurse			
	Dental technician			
PUBLIC SERVICE	Police			
	Fireman			
AGRICULTURE				
HOSPITALITY				
INDUSTRY AND TRADE	(Please indicate whether this is an apprentice course by placing an (A) in the blank right after the course name.)			
	Welding			
	Carpentry			
OTHER AREAS				

(If more space is required please attach additional sheet.)

Humanities courses required or recommended in occupational curriculums. In the following section "humanities" means all general education courses other than math or science; "college parallel" indicates a course that will transfer under its name and catalogue description to most four-year colleges and universities. Indicate the name of the curriculum and fill in the number of recommended hours of each discipline. If the course is *only recommended* for the program, please place an *asterisk* (*) after the credit hours.

HOURS REQUIRED OR RECOMMENDED

Curriculum	*English (Writing)*		*English (Literature)*		*Political Science*	
	College Parallel	Non-College	College Parallel	Non-College	College Parallel	Non-College

Curriculum	*History*		*Psychology*		*Economics*	
	College Parallel	Non-College	College Parallel	Non-College	College Parallel	Non-College

Curriculum	*Sociology*		*General Humanities*		*Other Special Courses*	
	College Parallel	Non-College	College Parallel	Non-College	College Parallel	Non-College

Total number of students enrolled in 18-month/two year certificate or degree programs who are taking college-parallel humanities courses _____.

Total number of students enrolled in 18-month/two-year certificate programs who are taking humanities courses specially designed for occupational programs _____.

Are all of the humanities courses taught by faculty from the academic departments? Yes ____ No ____

Are any of the humanities courses taught by faculty from occupational education? Yes ____ No ____

Which ones? _____

_____

_____

Which humanities courses were developed by the academic faculty?

_____

_____

_____

_____

_____

Which humanities courses were developed by the occupational education faculty? _____

_____

_____

_____

_____

How many teachers from the full-time college staff are teaching humanities part time in the occupational curriculums? _____

How many teachers not on the full-time college staff are teaching humanities part time in the occupational curriculums? _____

Are any of the humanities courses in your occupational curriculums required by state law? Yes ____ No ____

If "Yes," please list them: _____

_____

_____

_____

_____

Are any of your occupational programs approved by professional groups or agencies such as NLN or ECPD? Please list with name of agency.

Program	*Agency*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are any of the humanities courses in these programs required or recommended by the agencies. Please list and place an *asterisk* after those *only recommended.*

Program	*Course*

Do you believe that more humanities courses should be required or recommended in any of your occupational curriculums? Yes ____ No ____

If "Yes," please list and place an *asterisk* after those *only recommended.*

Program	*Course*

Do you believe that fewer humanities courses should be required or recommended in your occupational curriculums? Yes ____ No ____

If "Yes," please list and place an *asterisk* after those *only recommended.*

Program	*Course*

Are there occupational curriculums at your school or at other schools where the technical content is so great that there is not enough time for humanities courses? If so, please list.

If time were no consideration, what humanities courses do you think ought to be taught in occupational curriculums? Please list the most important first.

Curriculum	*Course or Courses*

Comments: (If more space is required please attach additional sheet.)

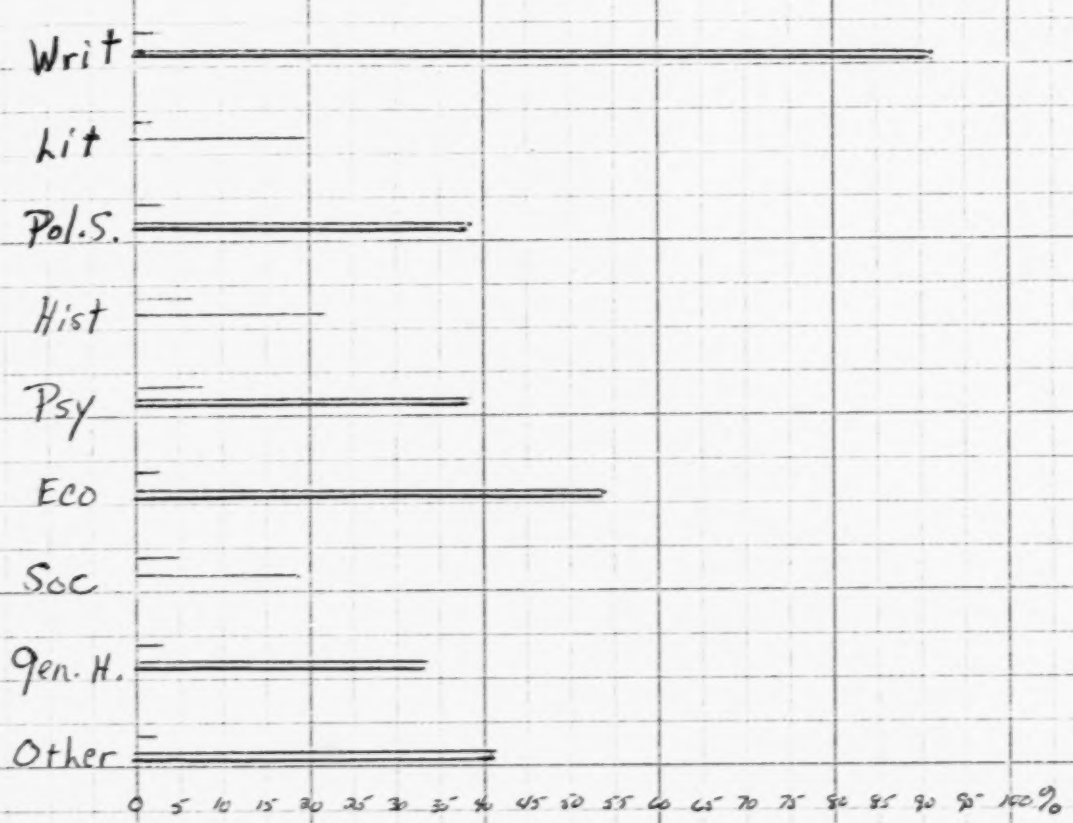
APPENDIX II

The graphs which follow are in two colors, but in every instance the required courses produce the longest lines. CP = college parallel and NC = non-college parallel.

The first set of graphs was produced in answer to the question: How many hours of specific humanities are required or recommended in your various occupational curricula? "Humanities" is defined as "all general education courses other than math or science." This question is on page 2 of the questionnaire. (Appendix I)

Accounting

64 respond

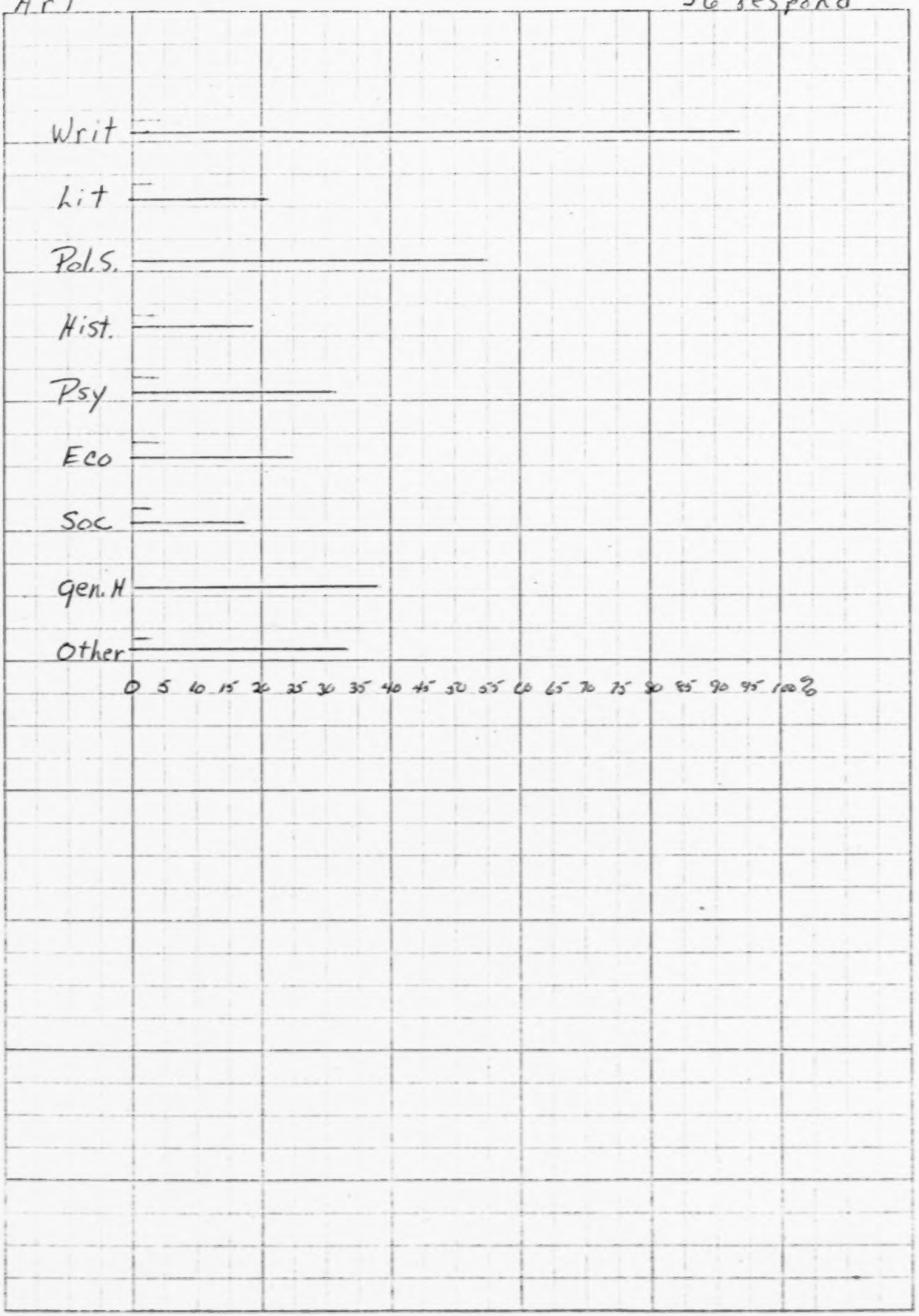


Agri. Tech

28 respond

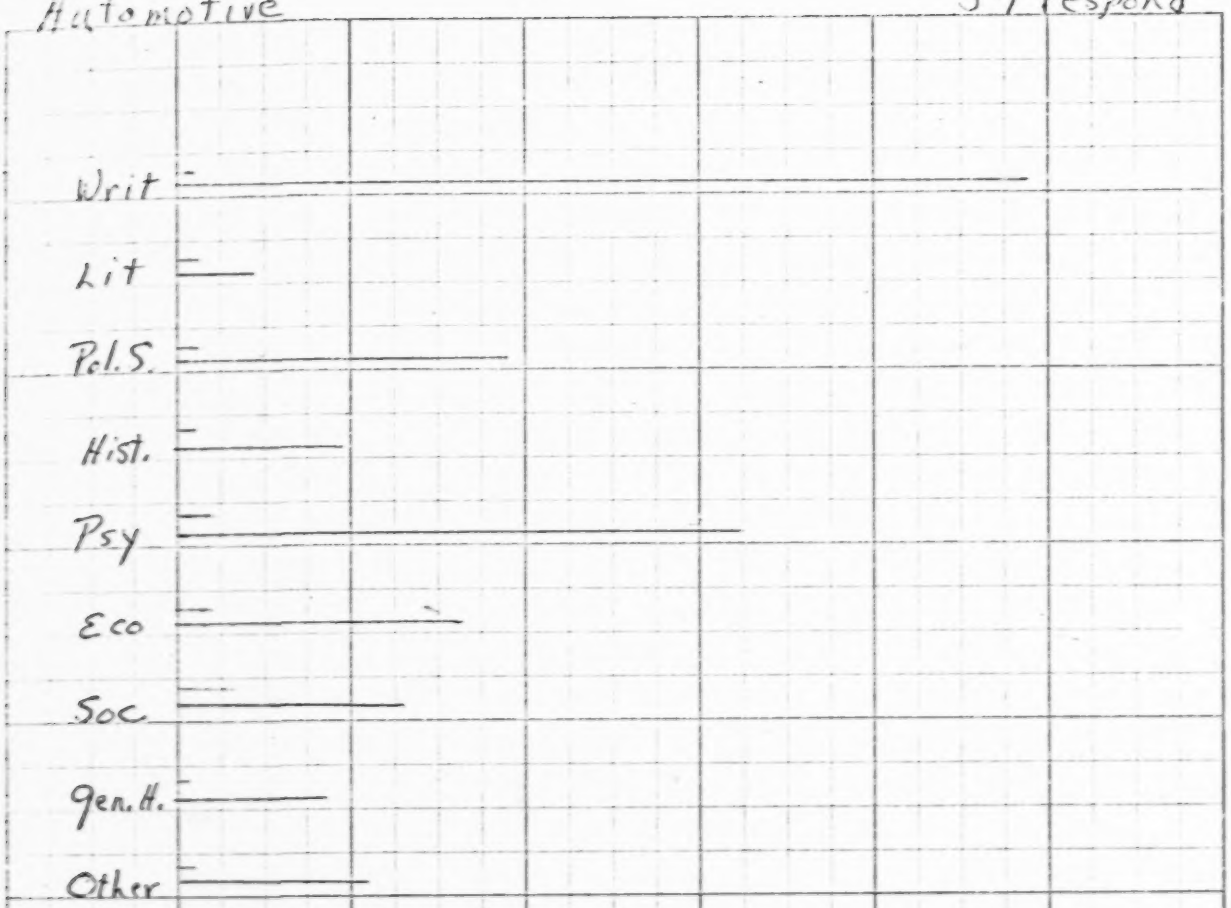
Art

56 respond

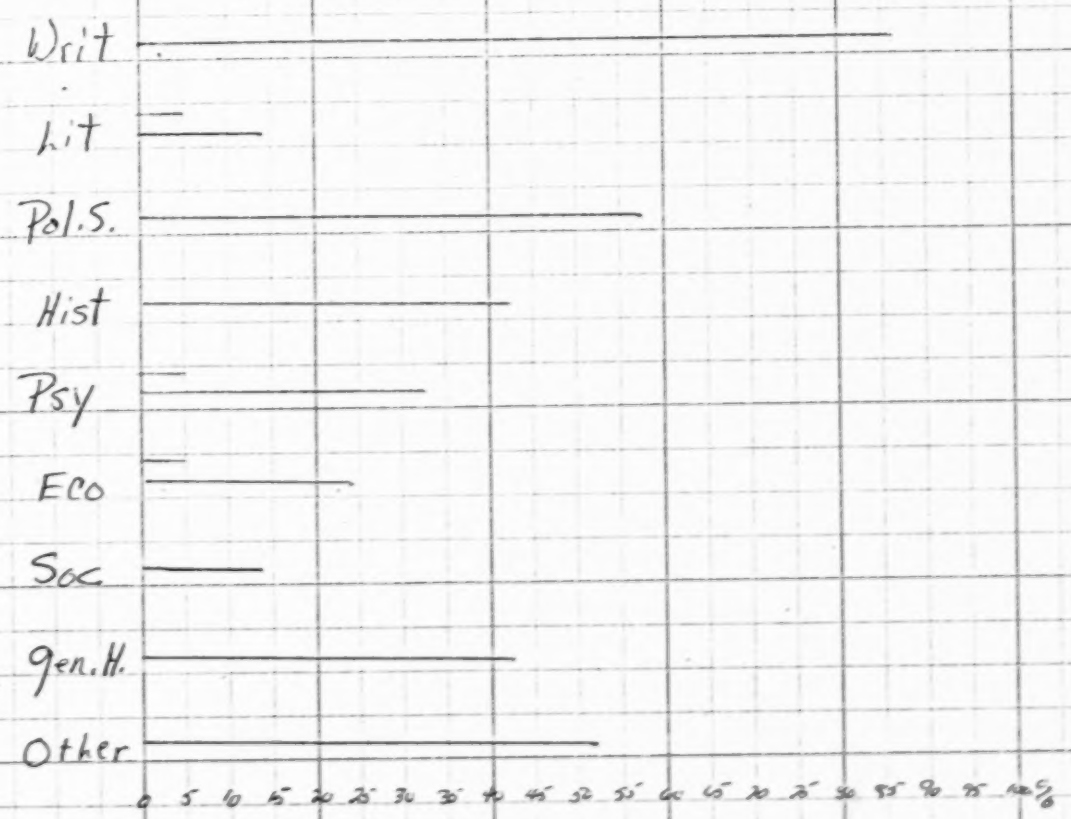


Automotive

54 respond

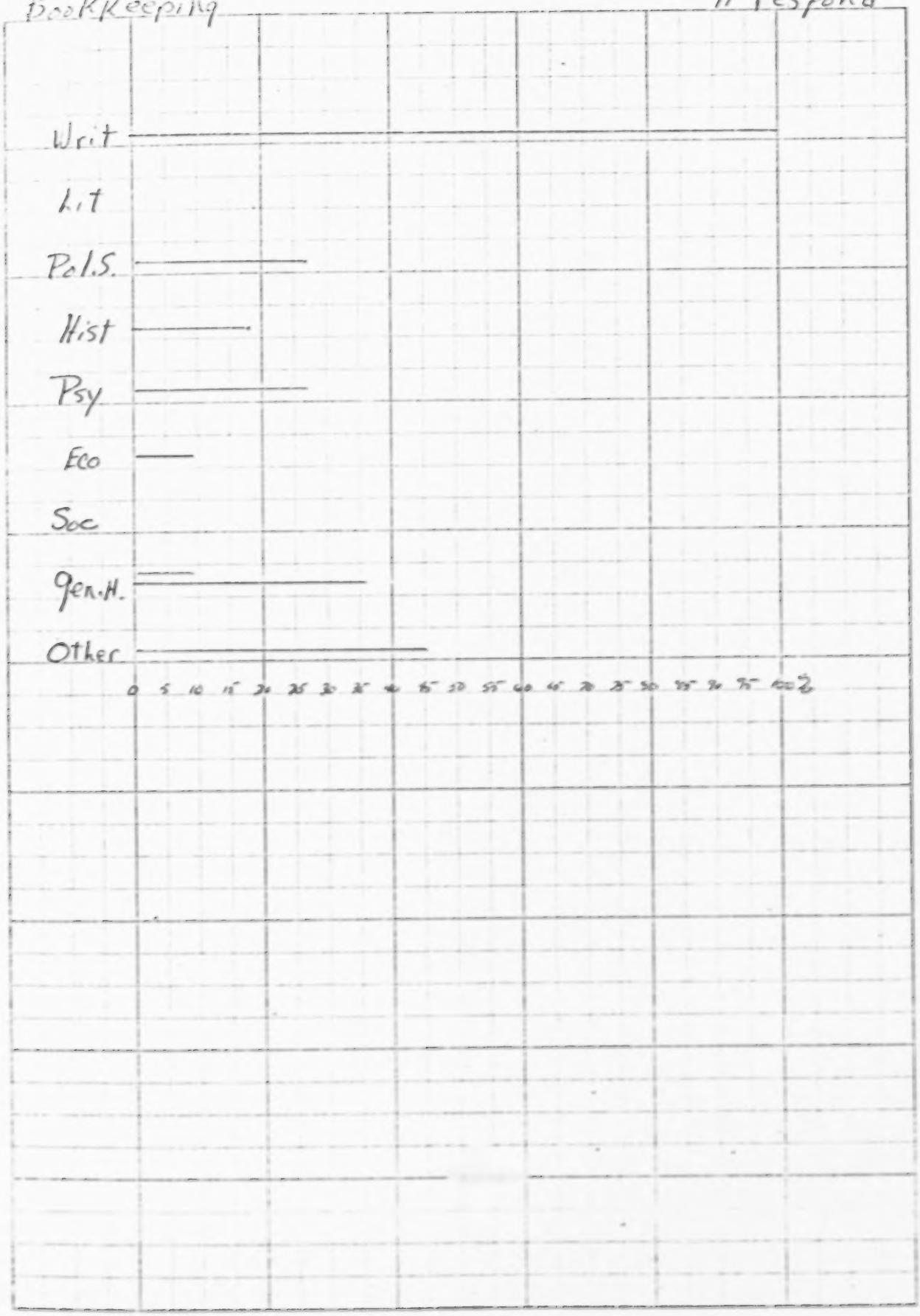


Aviation 21 respond

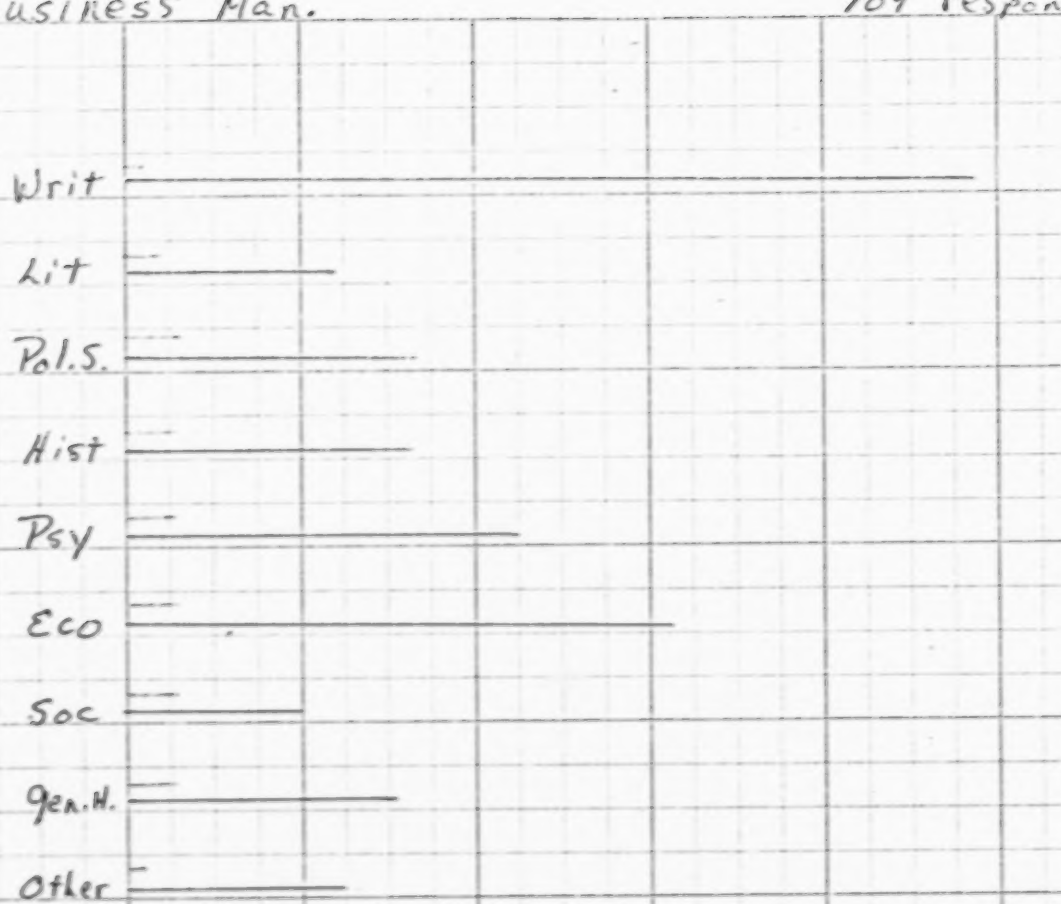


Book Keeping

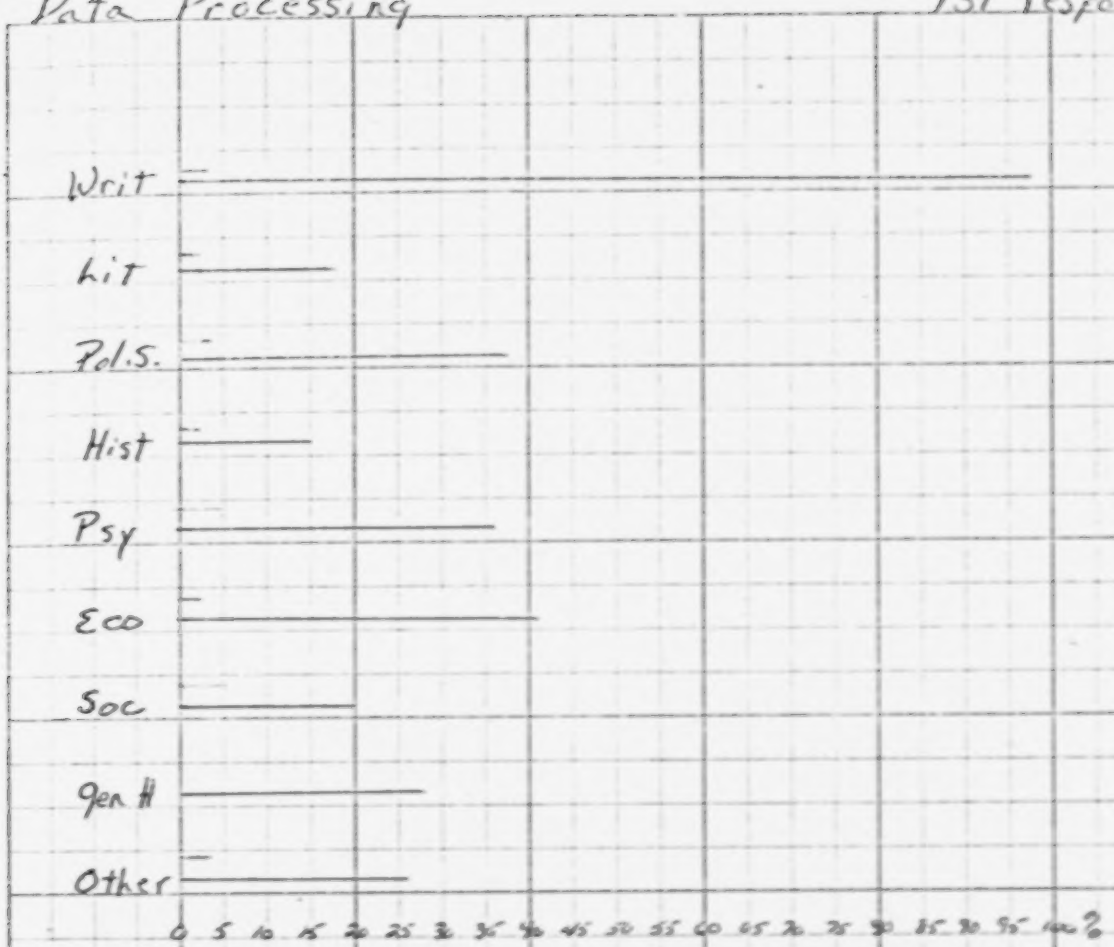
11 respond



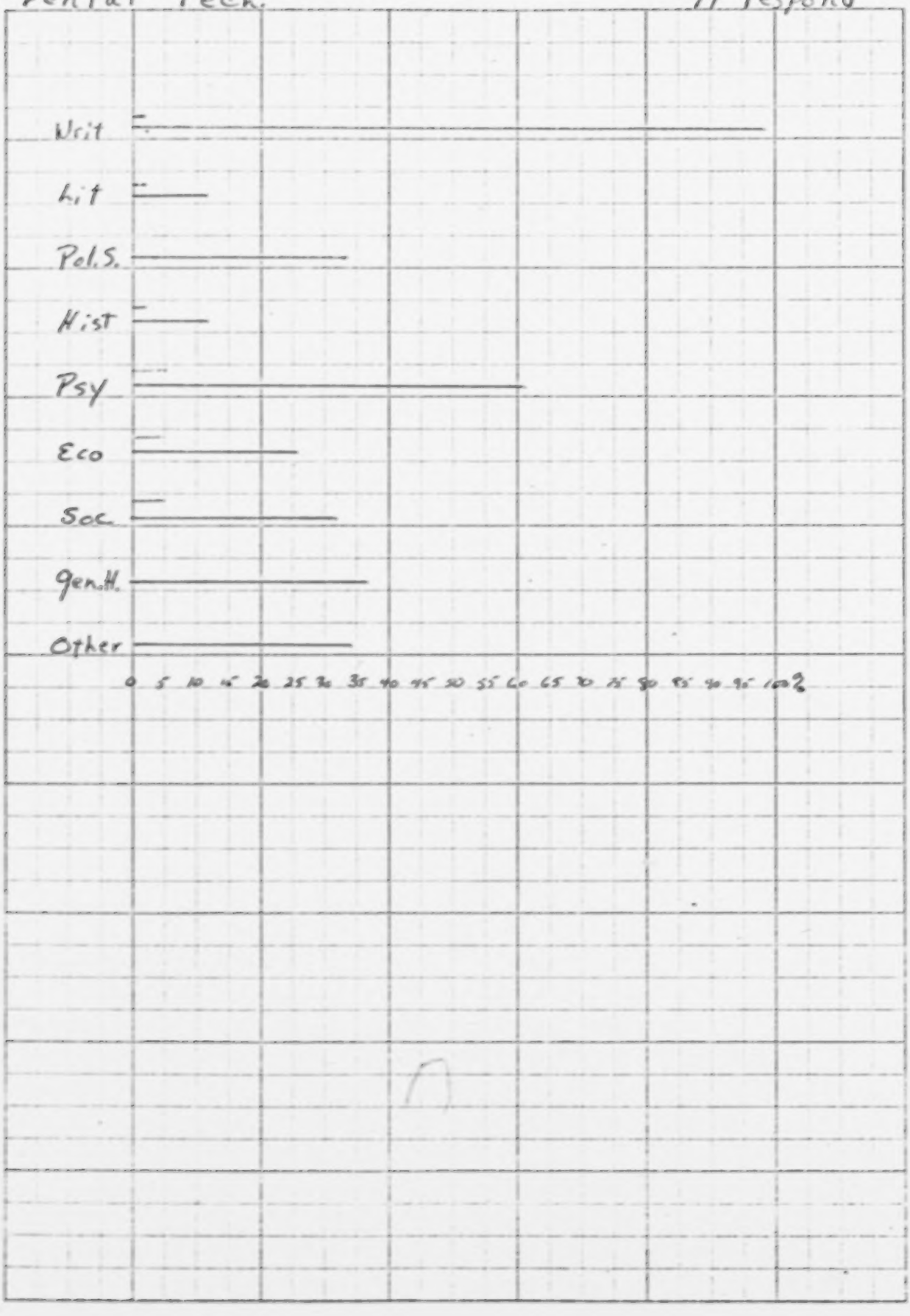
Business Man. 109 respond



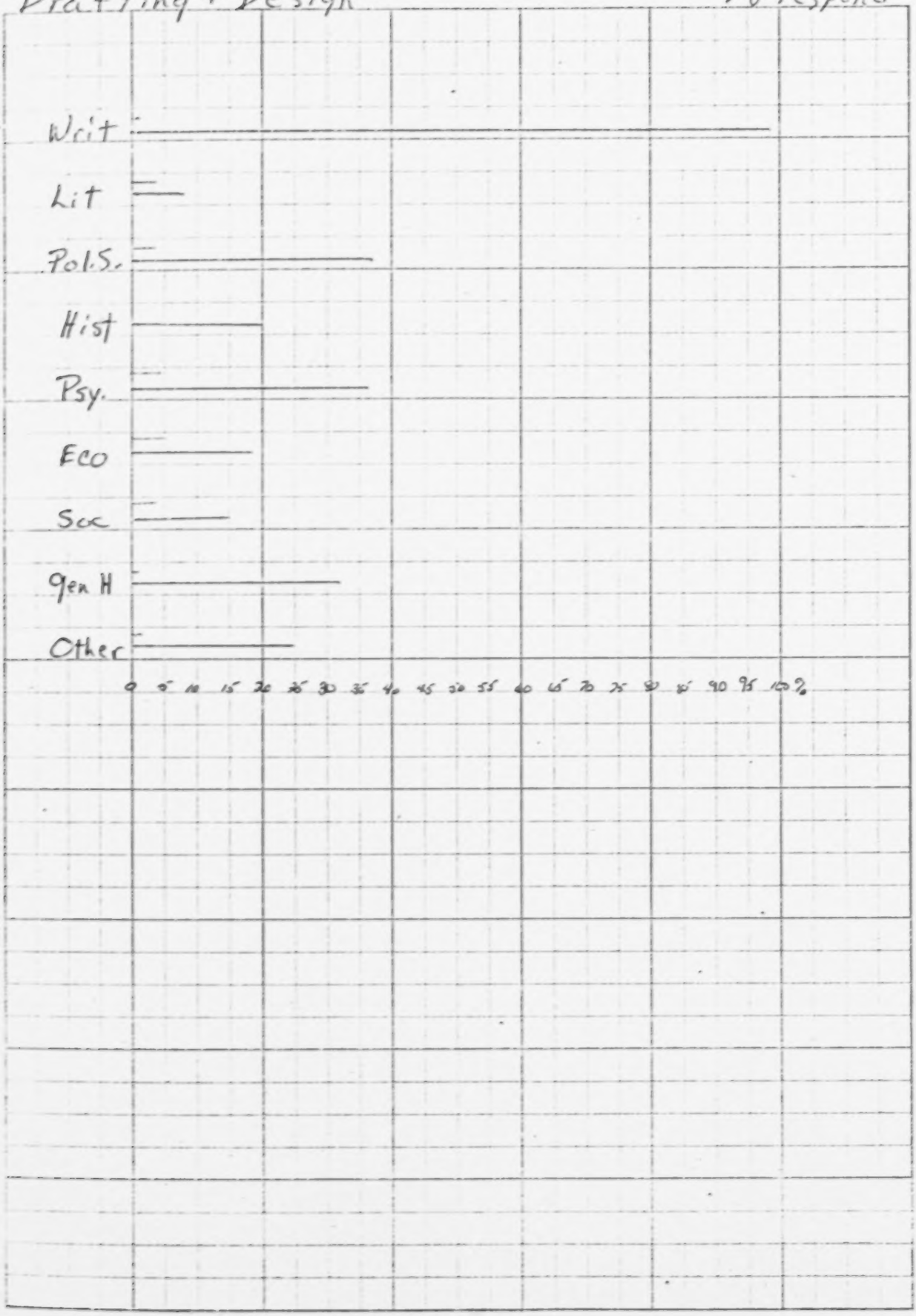
Data Processing 131 respond



Dental Tech. 41 respond

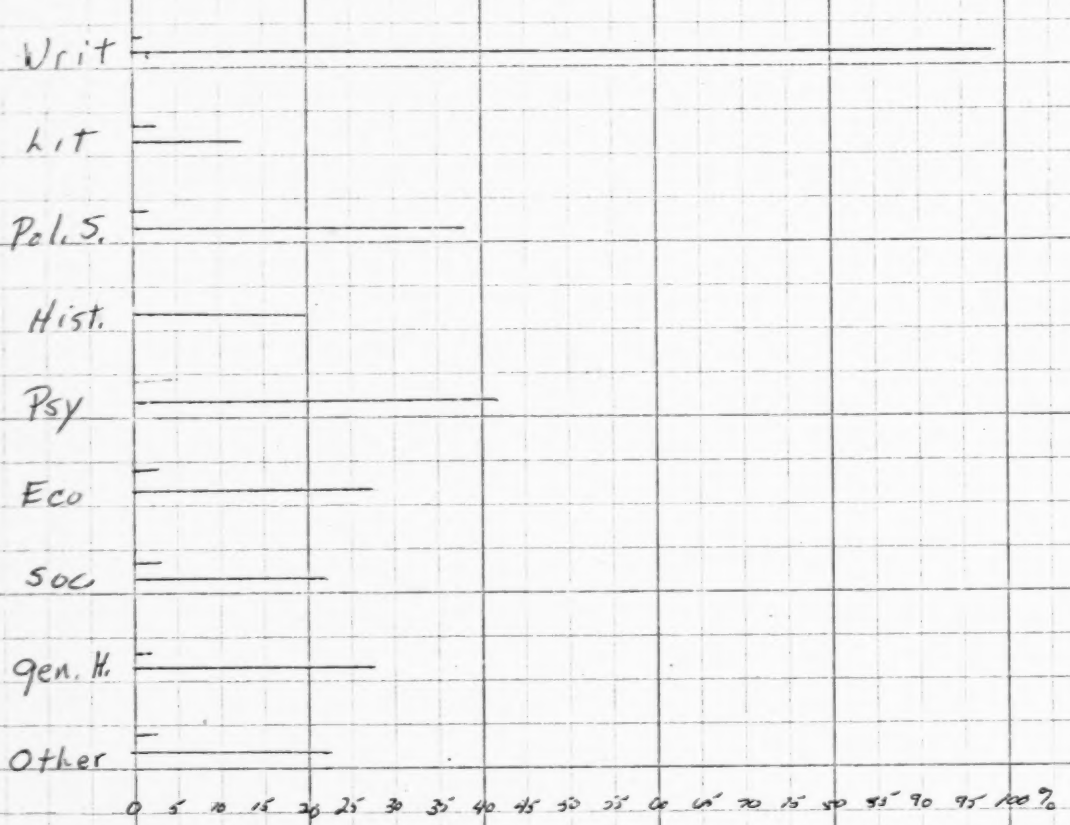


Drafting + Design — 78 respond

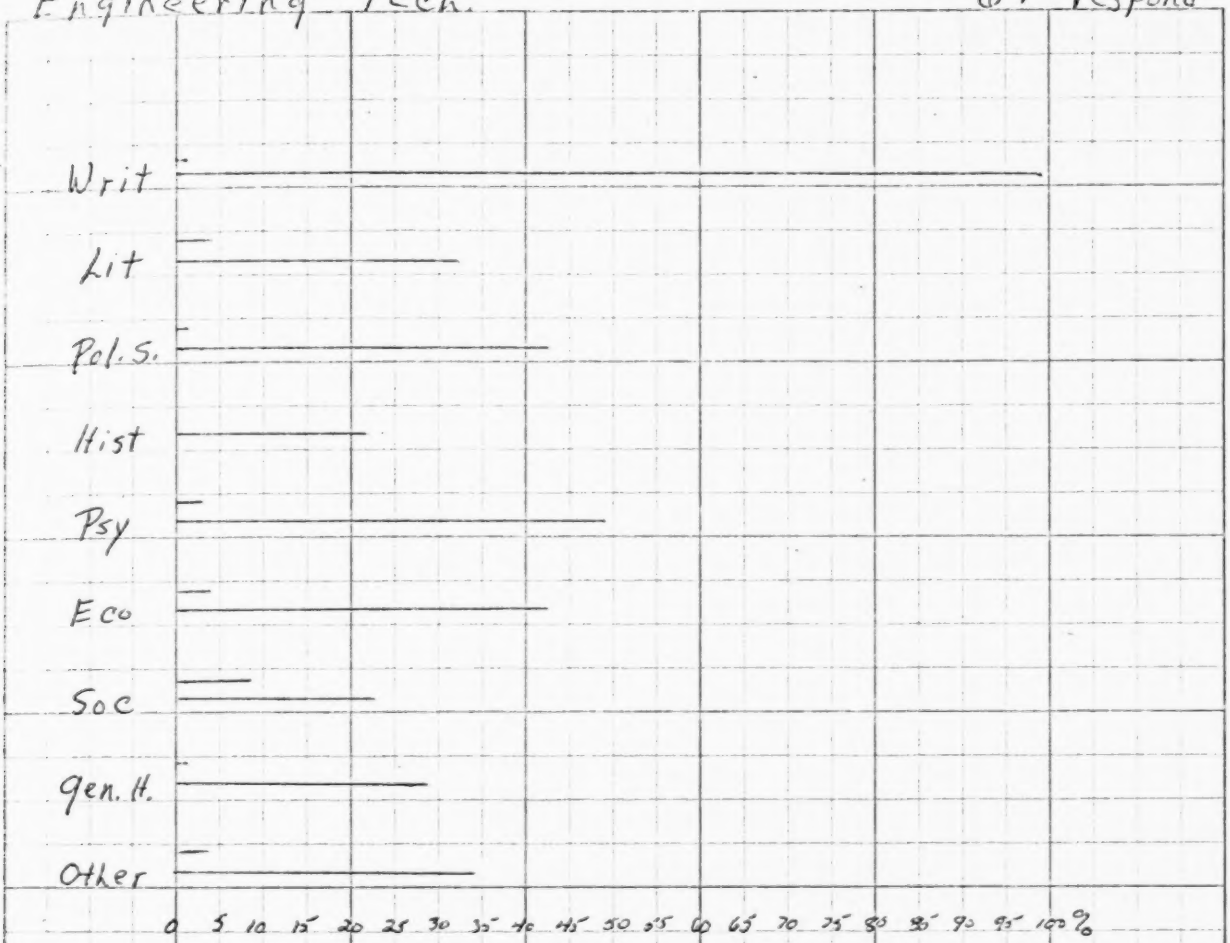


Electronics Tech

103 respond



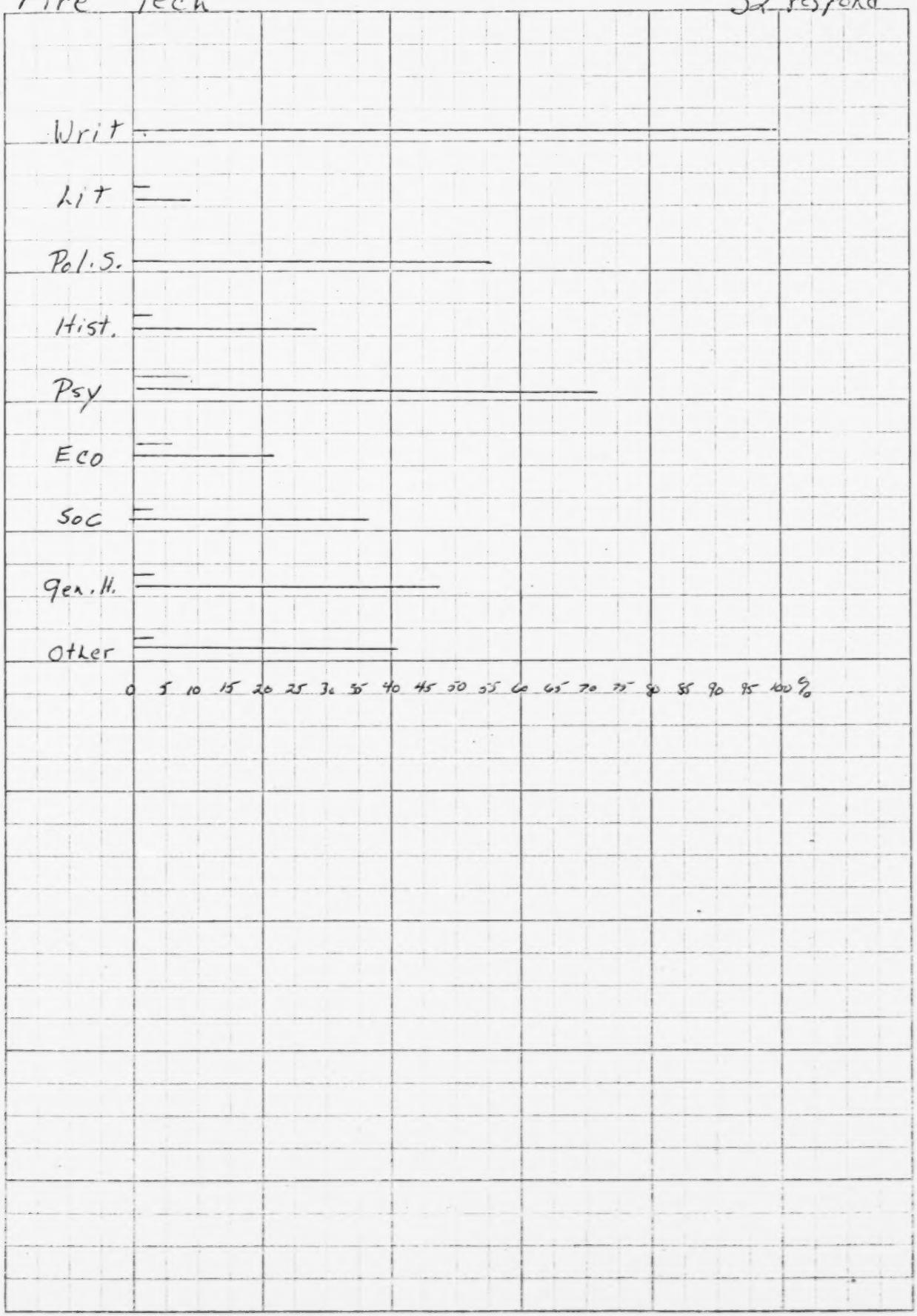
Engineering Tech. 69 respond



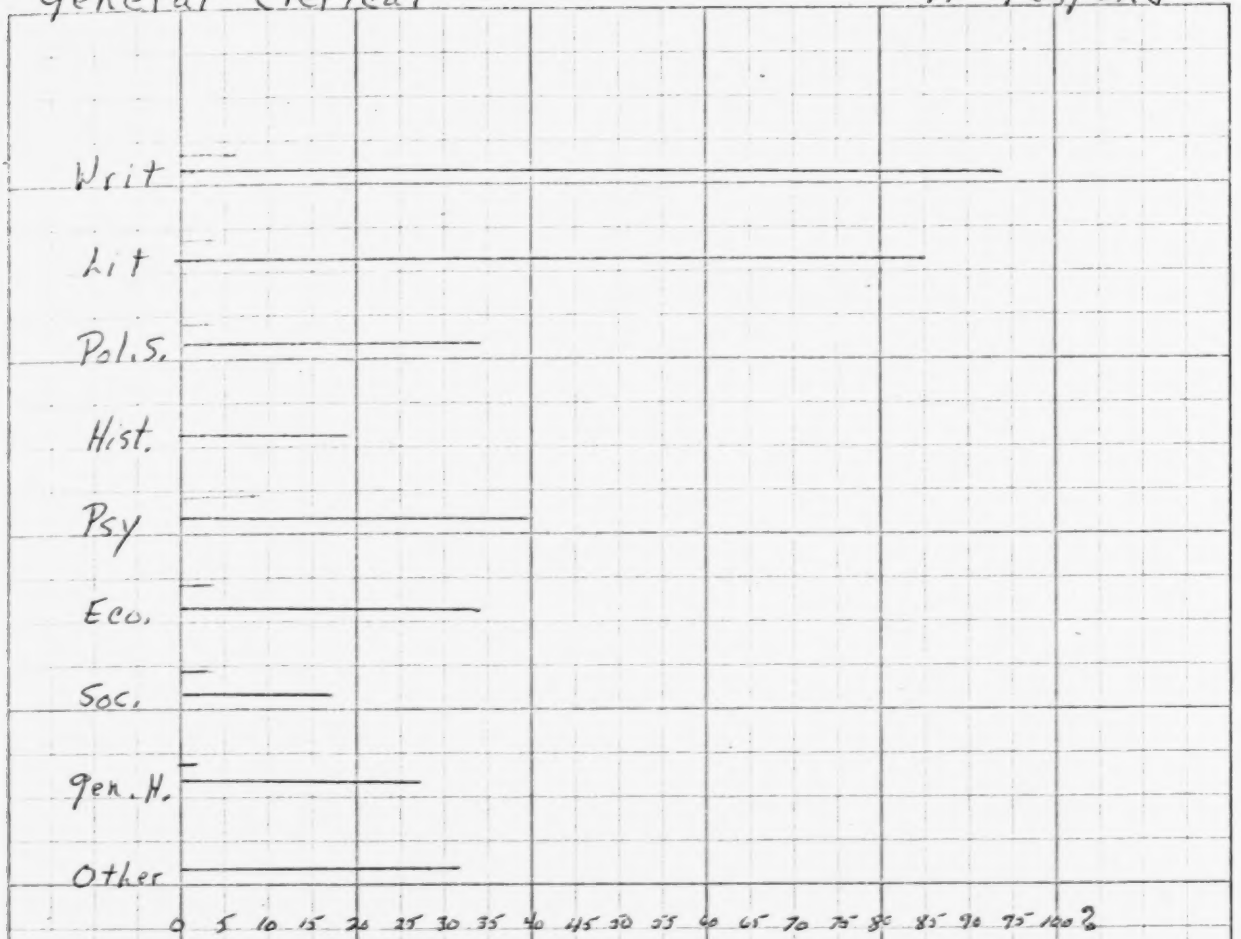
Fire Tech

32 respond

13-a

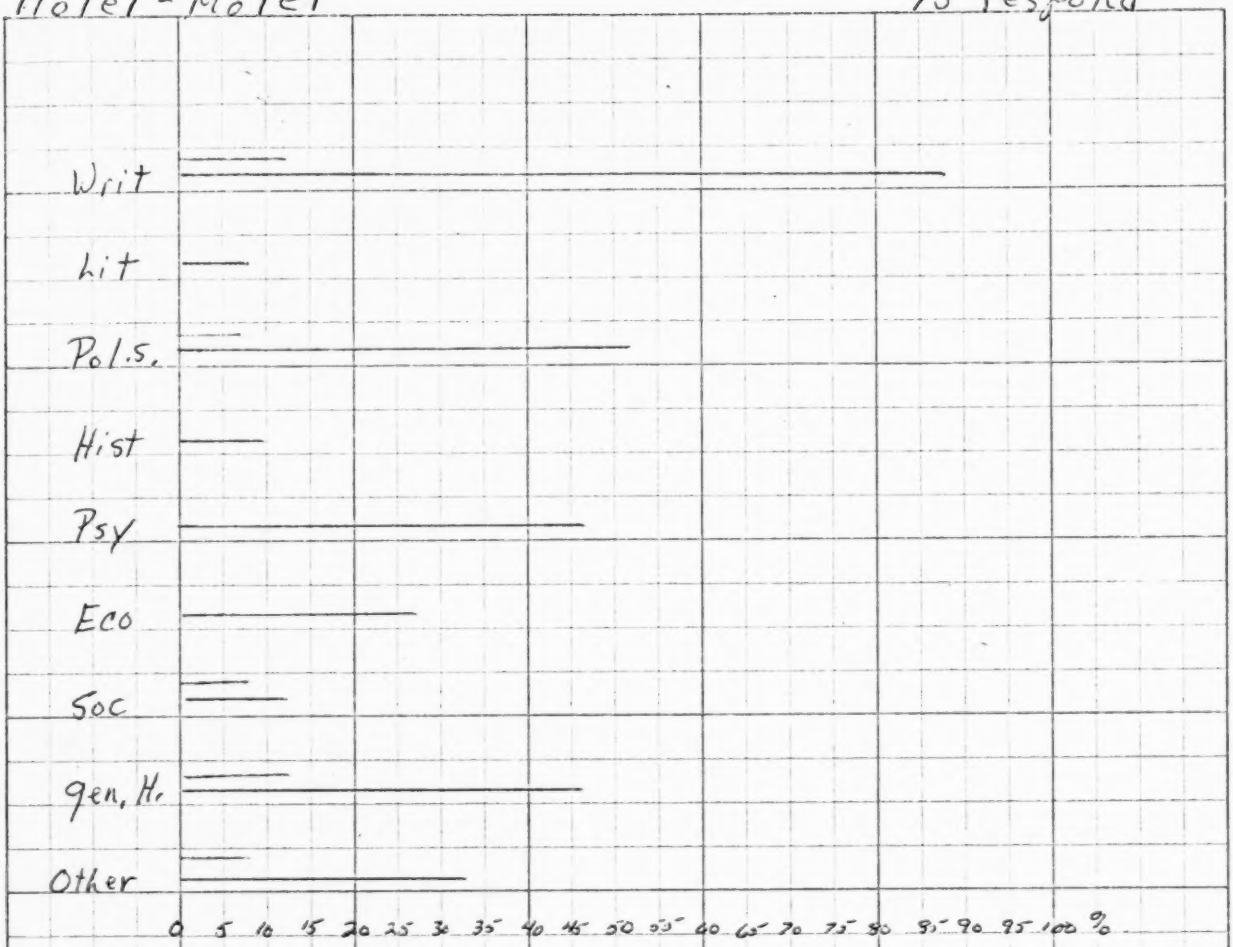


General Clerical 4/7 respond

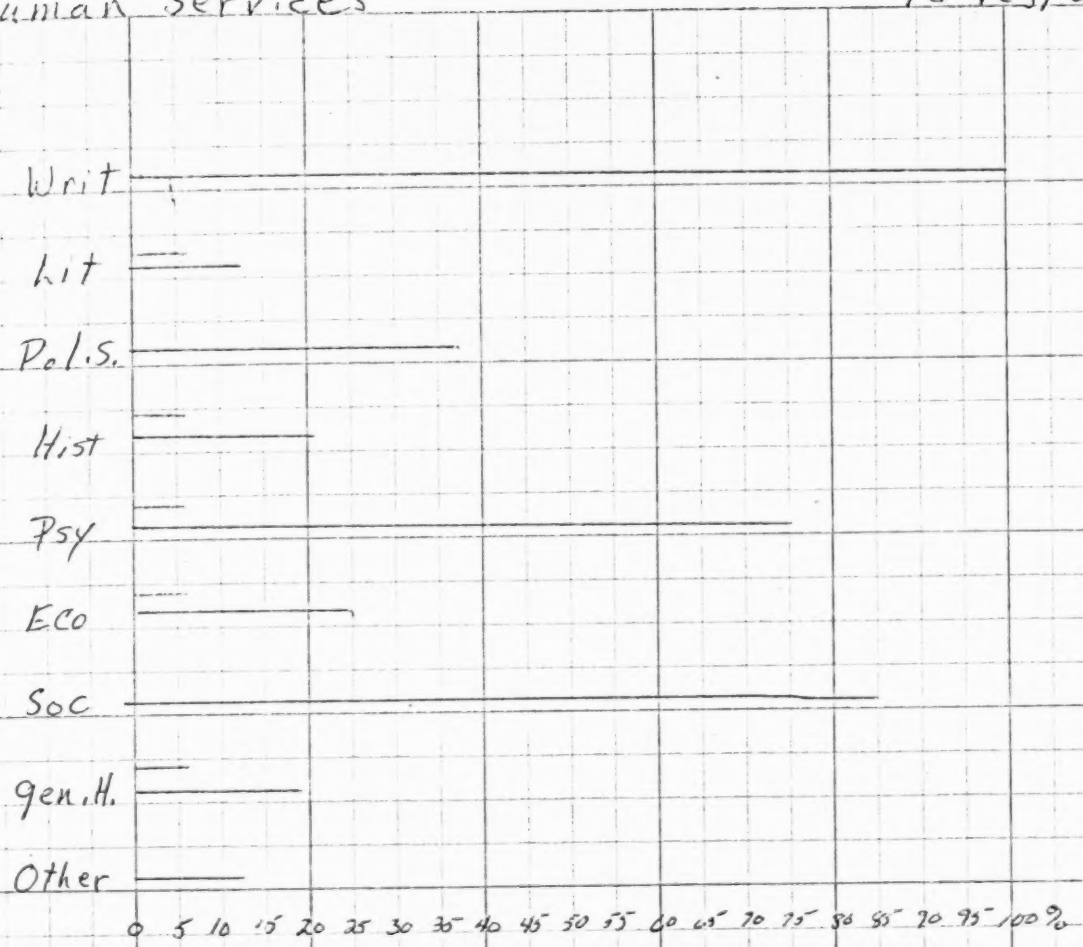


Hotel - Motel

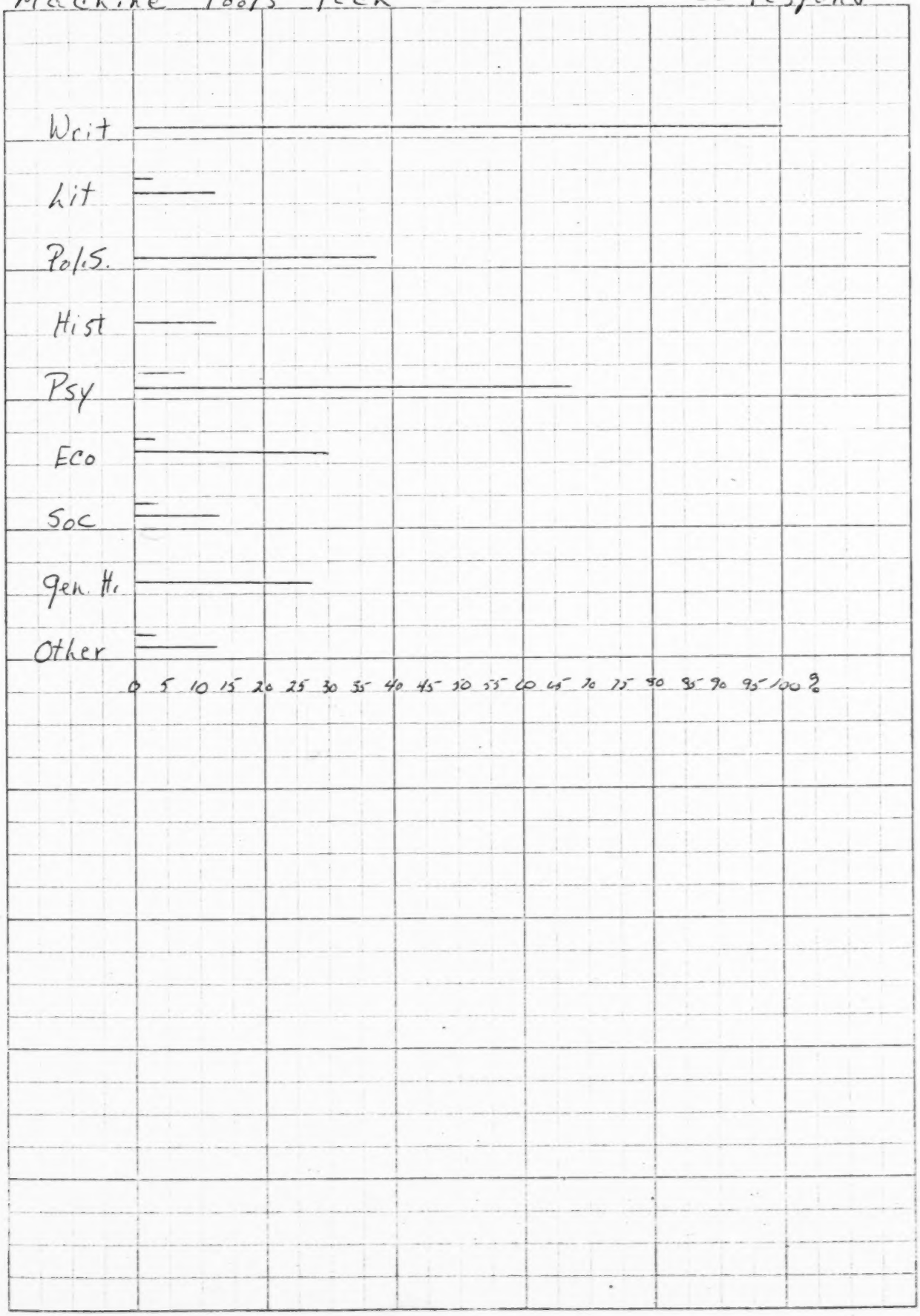
15 respond



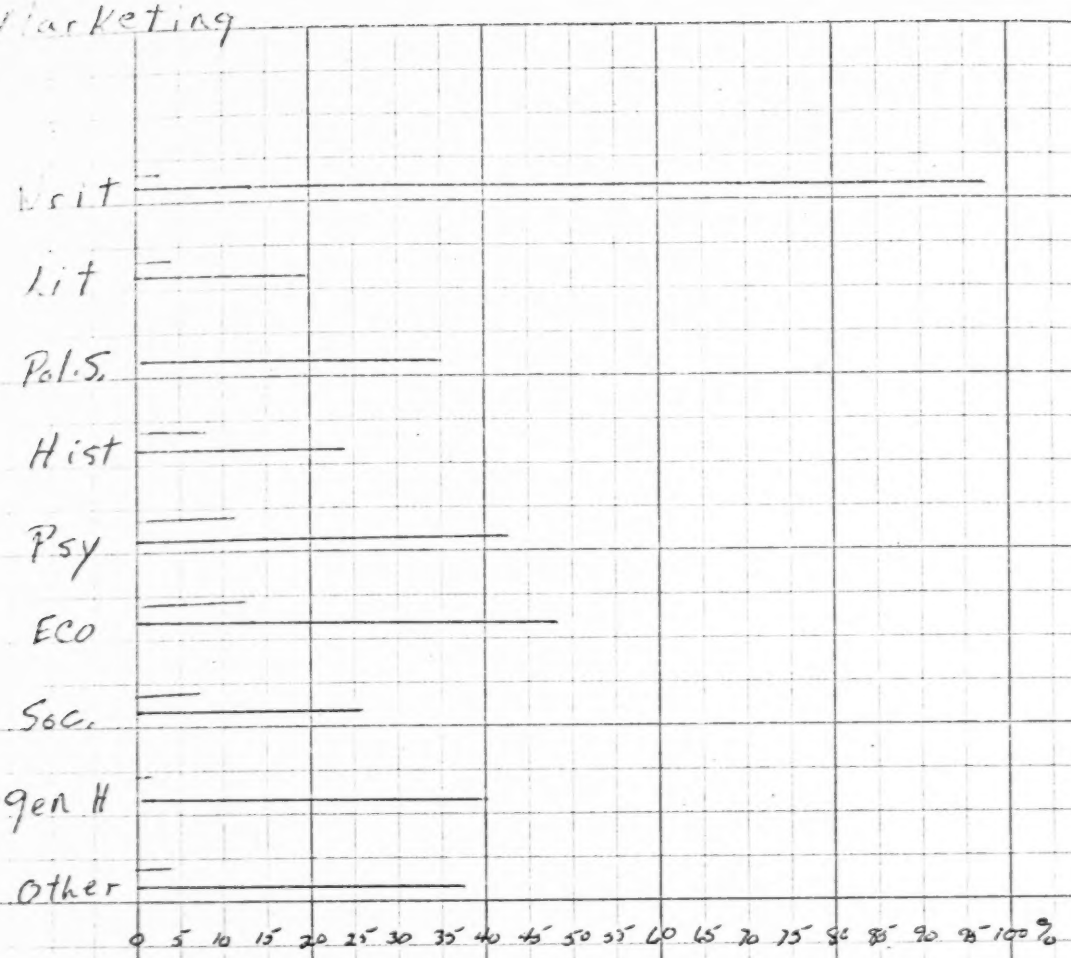
Human Services 16 respond



Machine Tools Tech — 30 respond



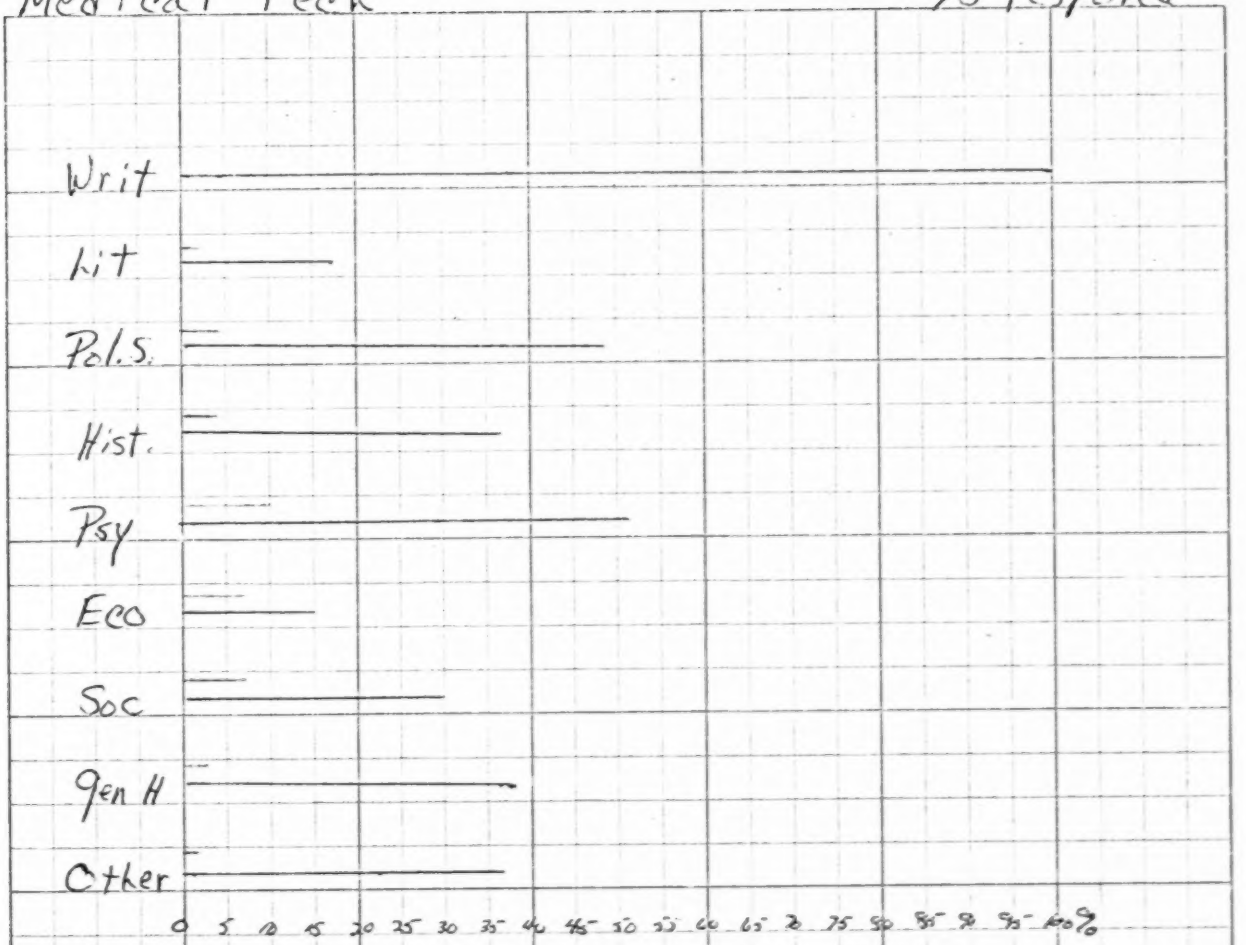
Marketing


Busit
Lit
Pol.S.
Hist
Psy
ECO
Soc.
Gen H
Other
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 %

Medical Tech

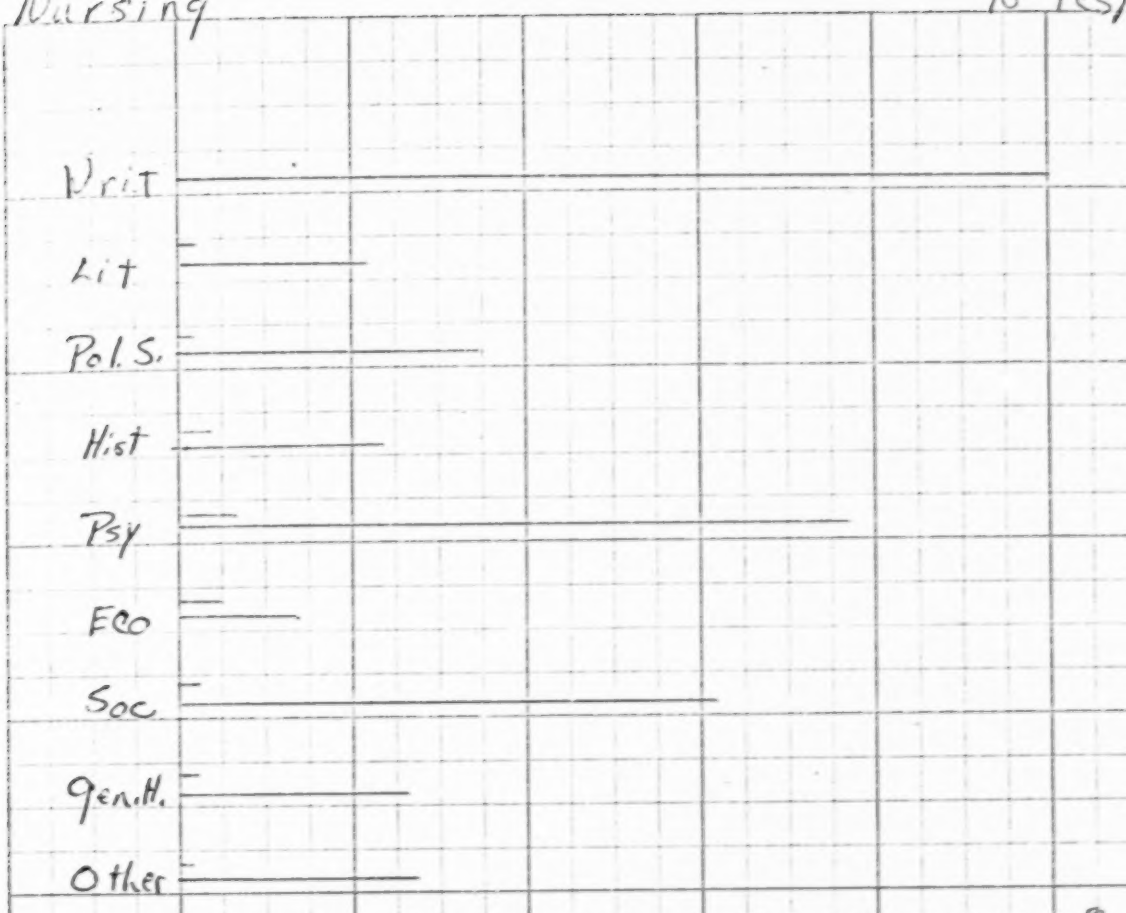
73 respond

19-a

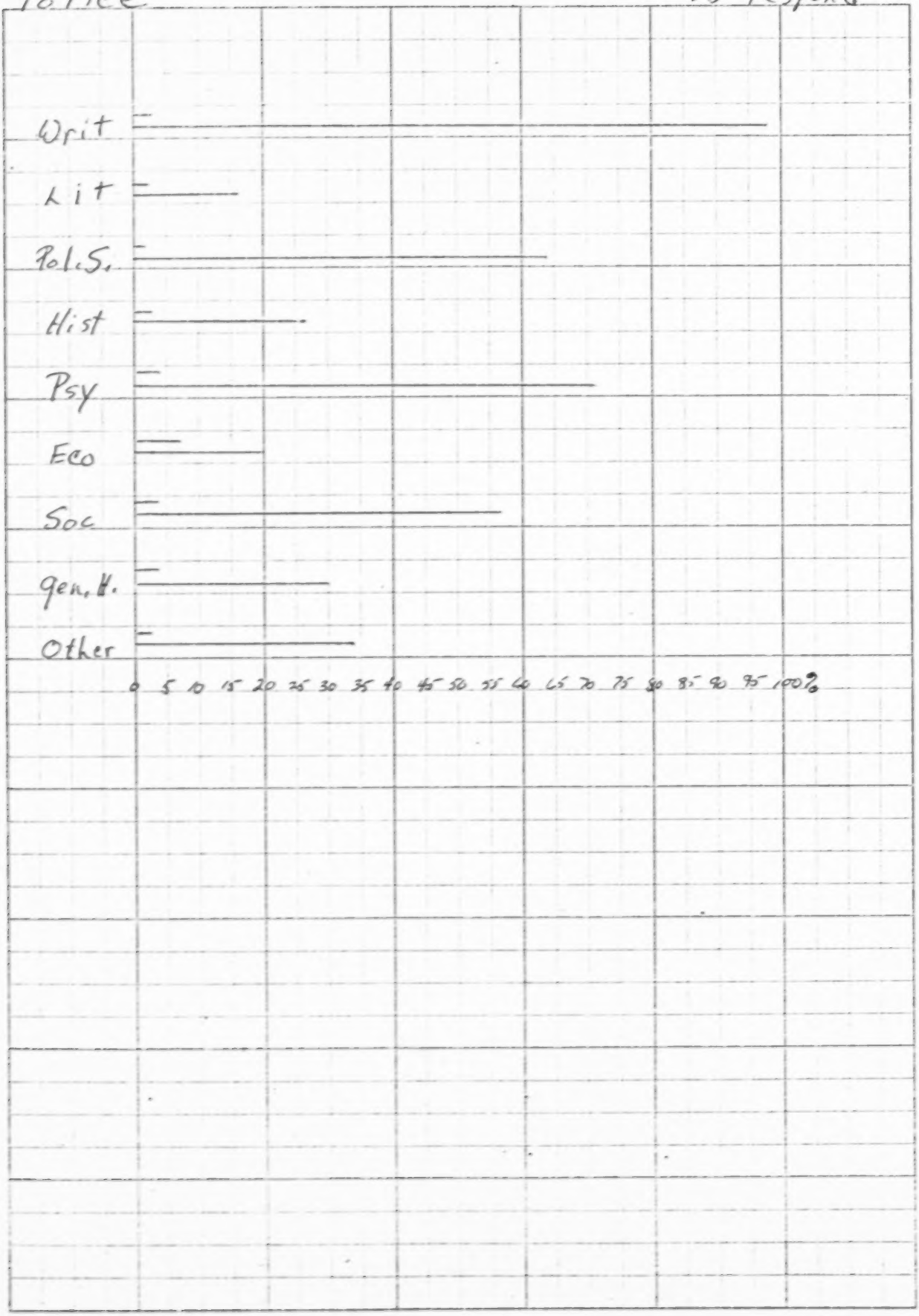


Nursing

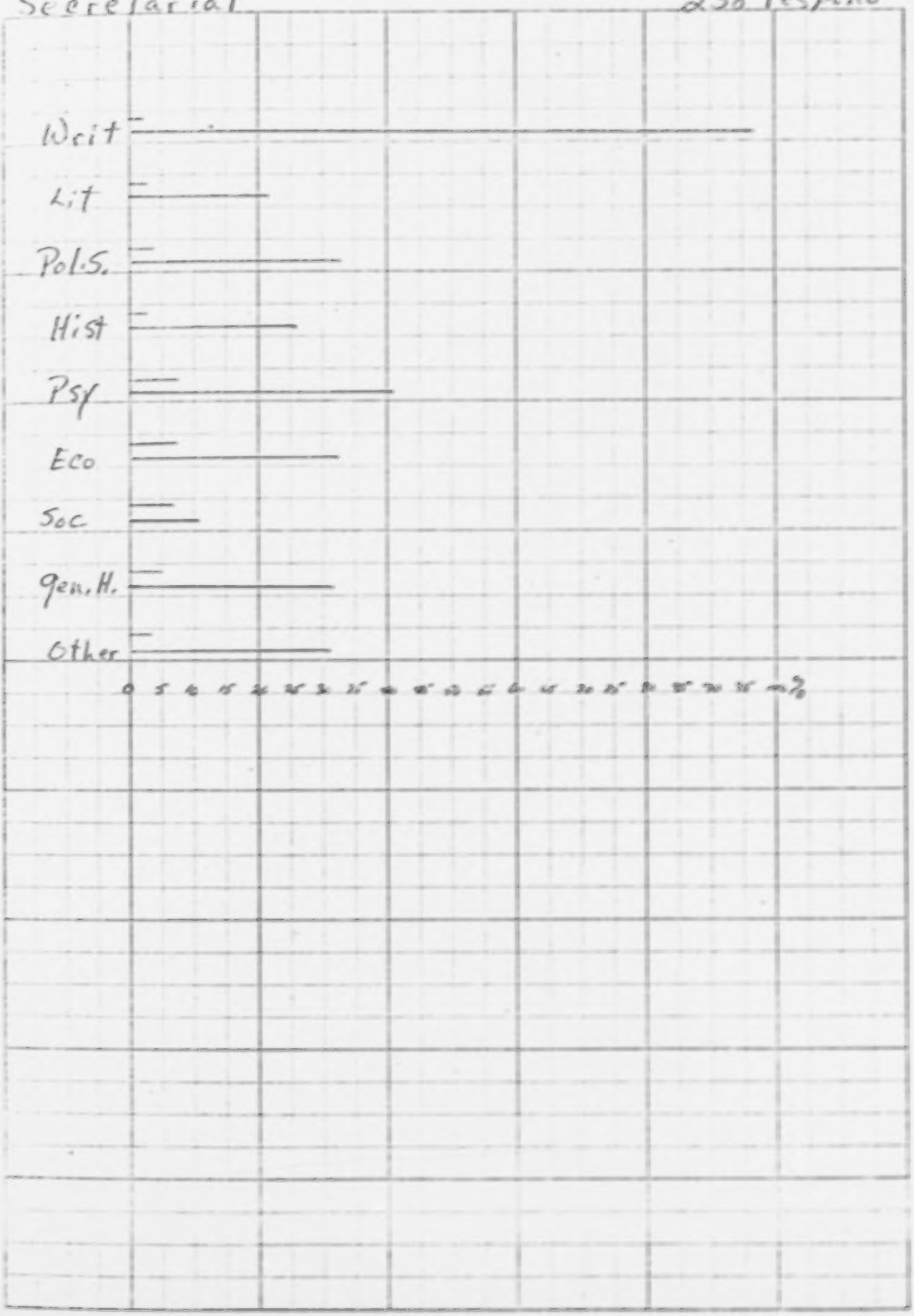
90 respond



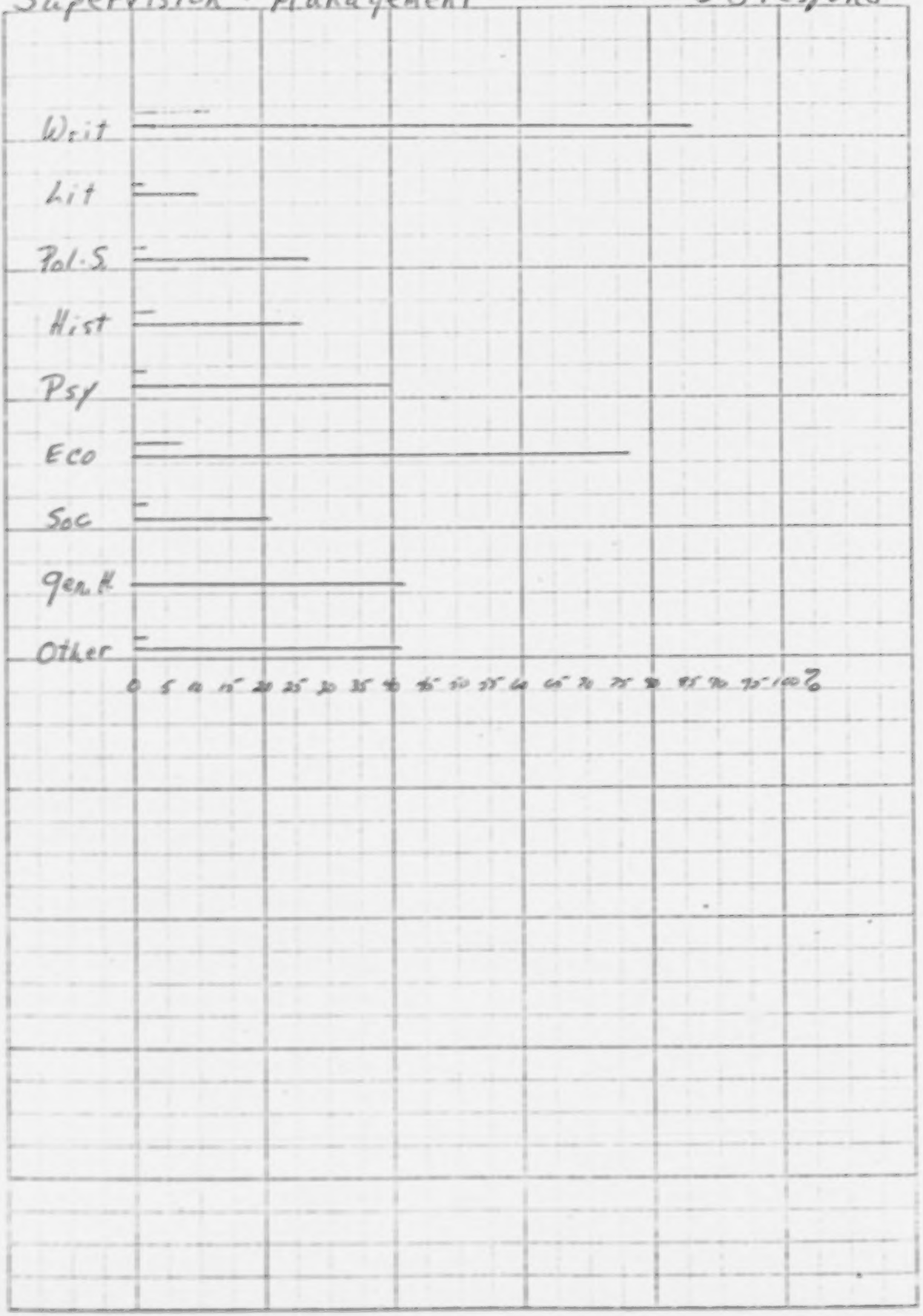
Police 75 respond



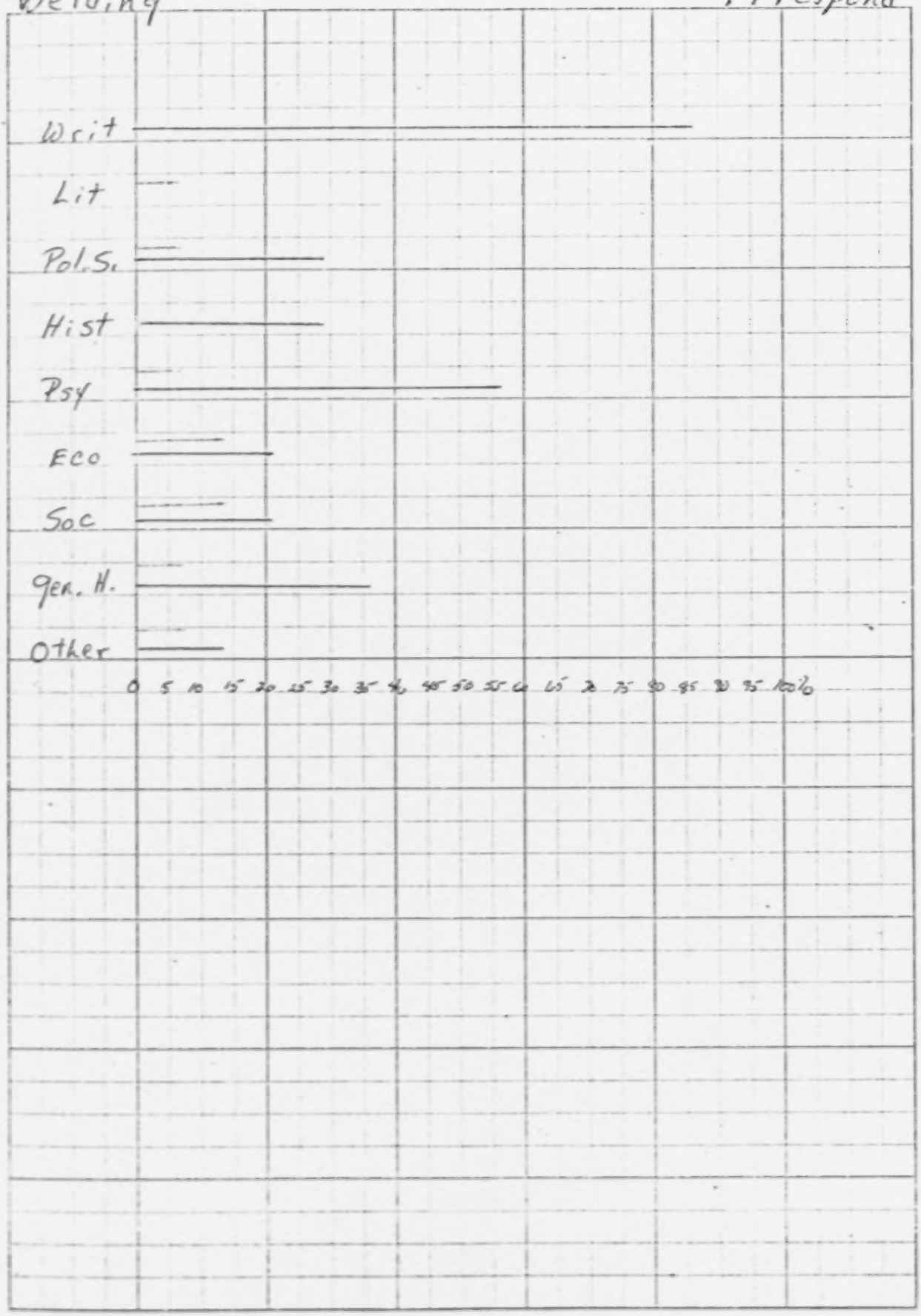
Secretarial 238 respond



Supervision + Management — 53 respond 23-a



Welding — 14 respond

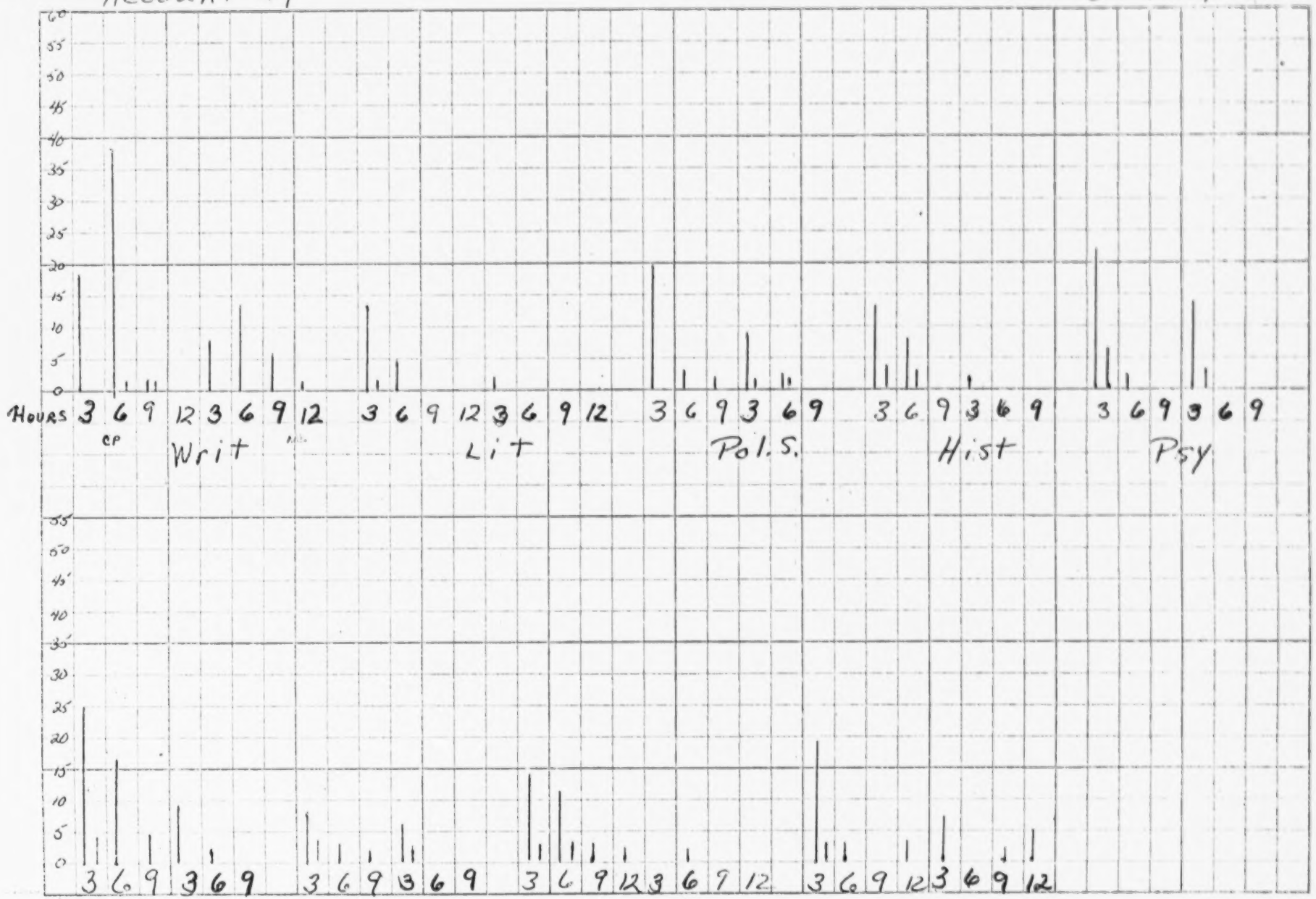


The second set of graphs represents the number of hours in the various humanities courses required or recommended. Again the longest lines were produced by the number of hours required, and so little is only recommended that not being able to identify the colors is unimportant.

T-b

Accounting

64 respond

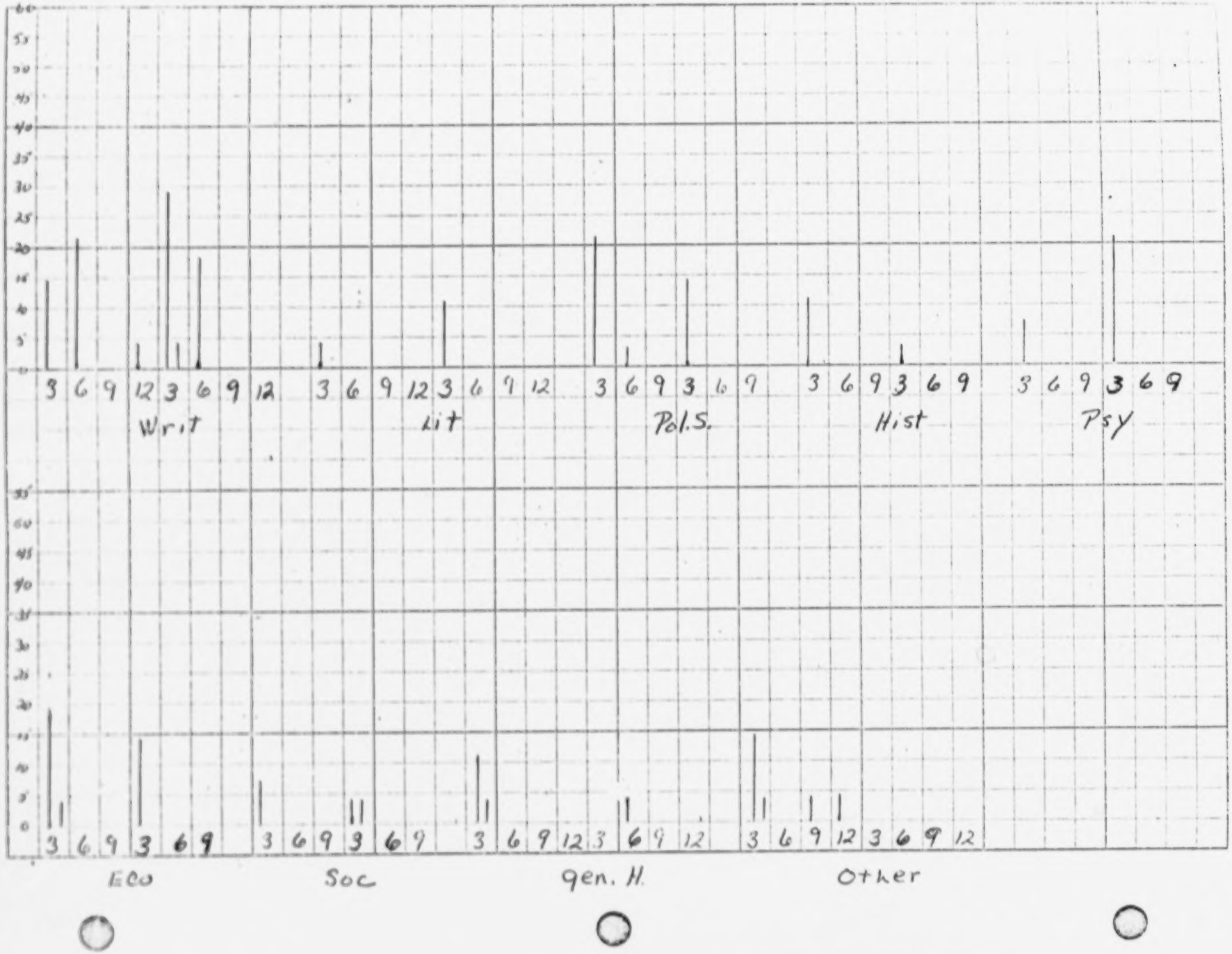


Recomended —

Required —

Agri. Tech.

28 respond

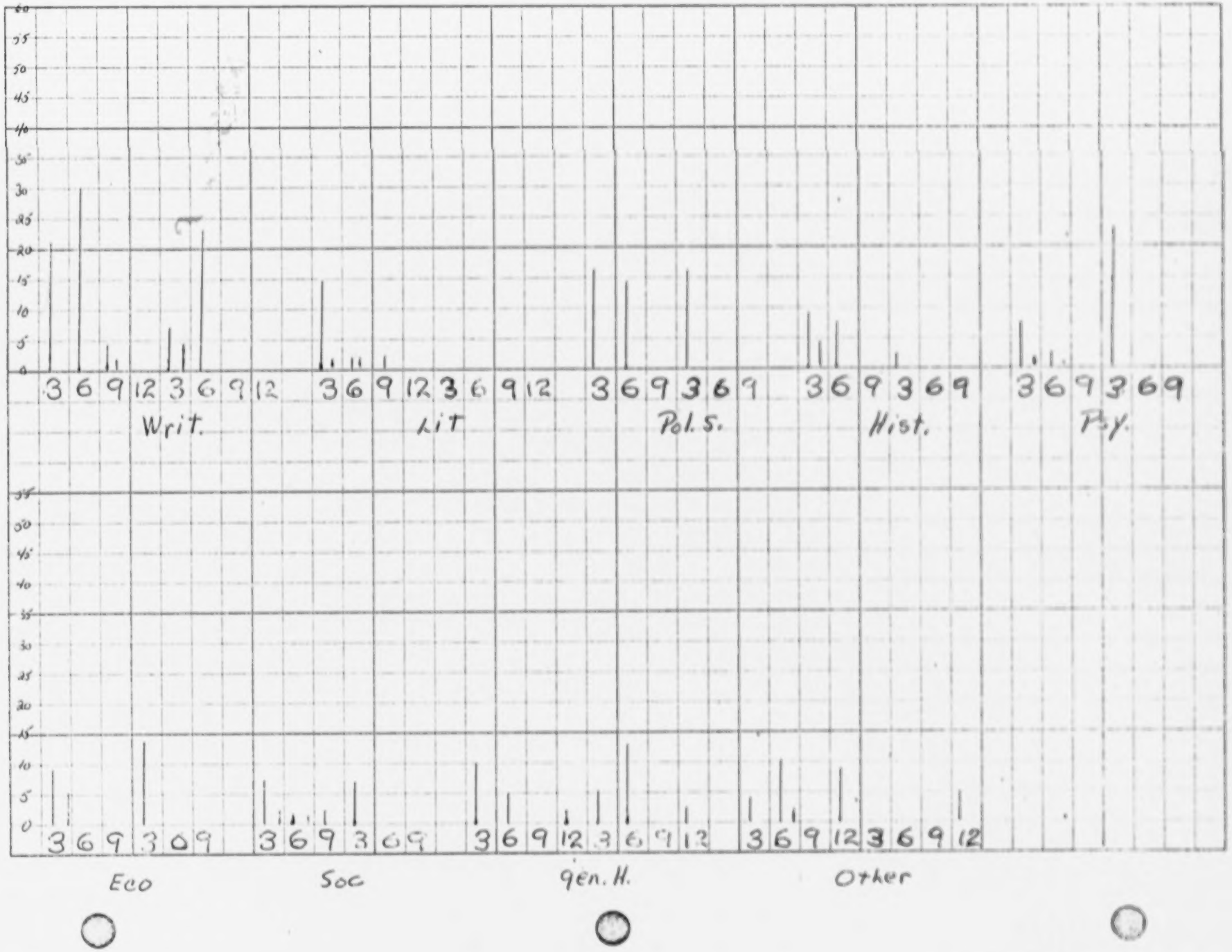


2-b

Art

56 respond

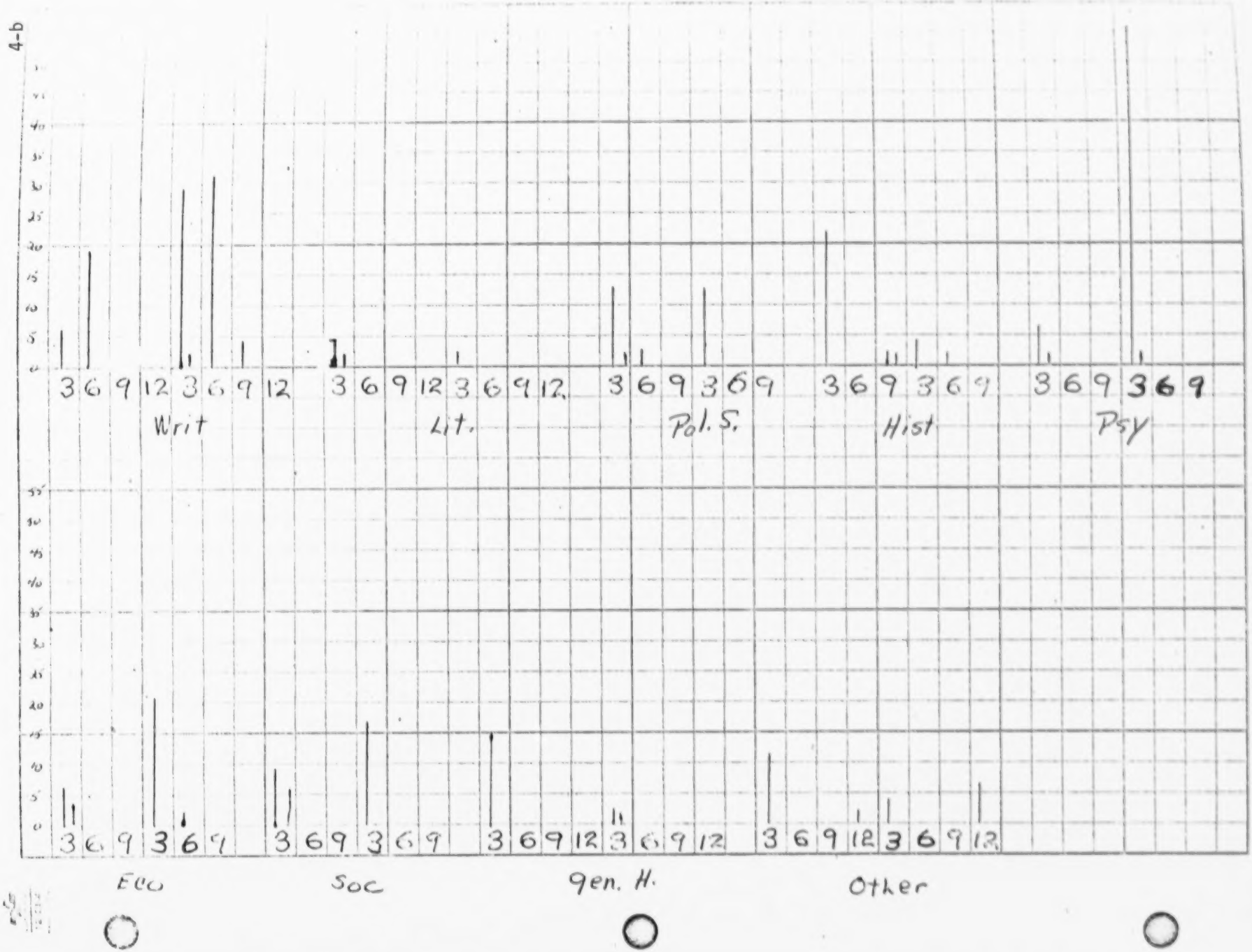
3-b



Automotive

54 respond

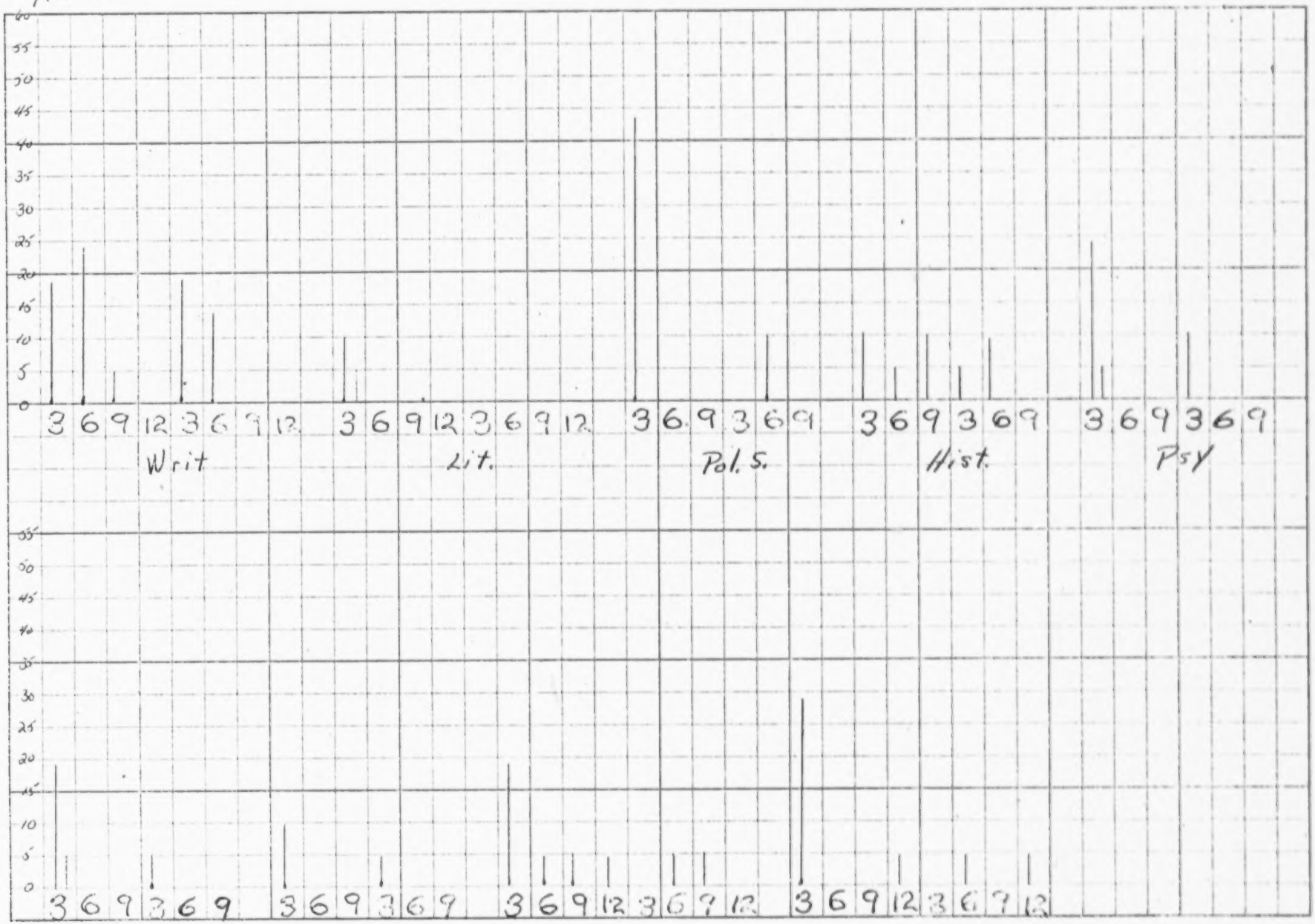
4-b



Aviation

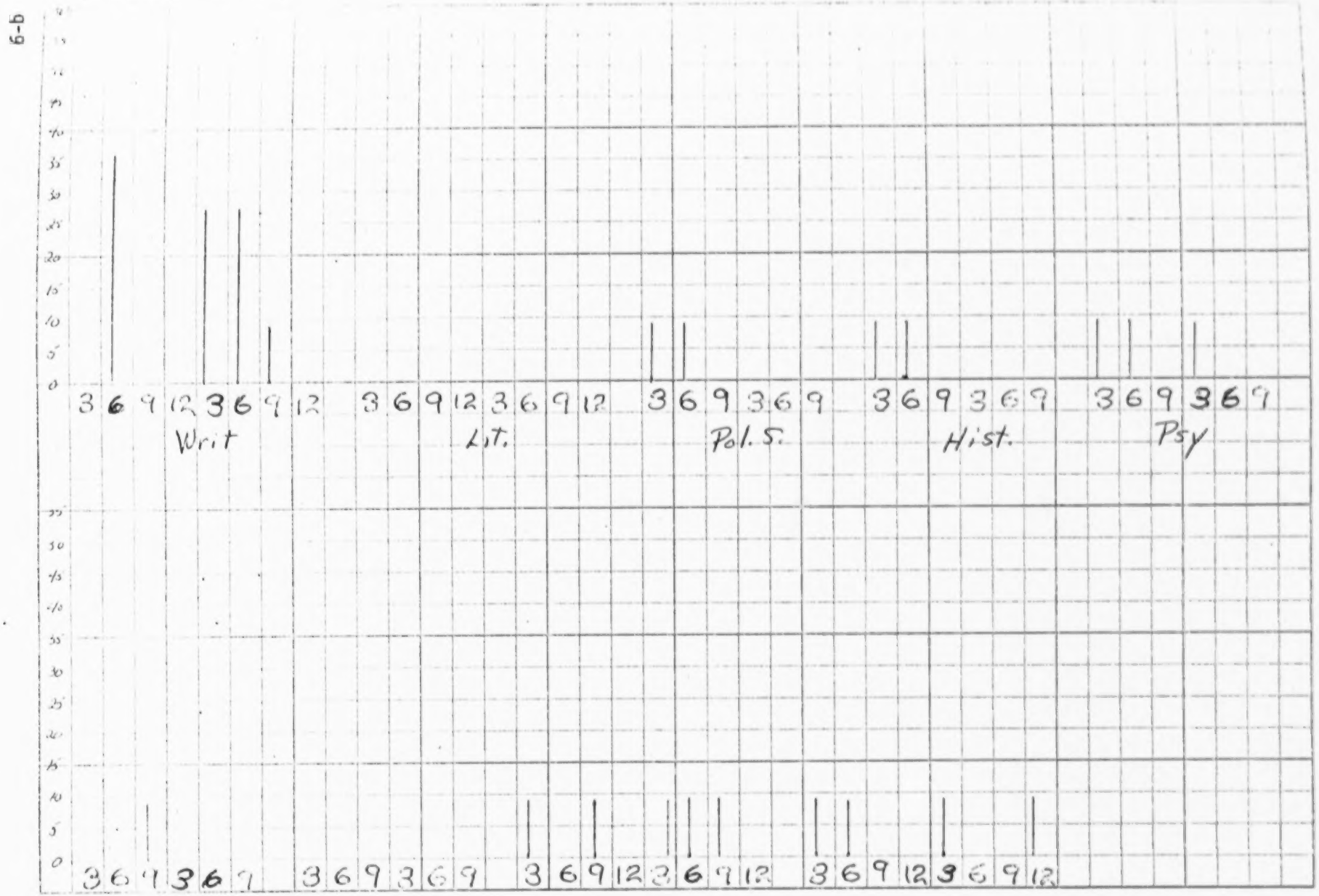
21 respond

5-b



Bookkeeping

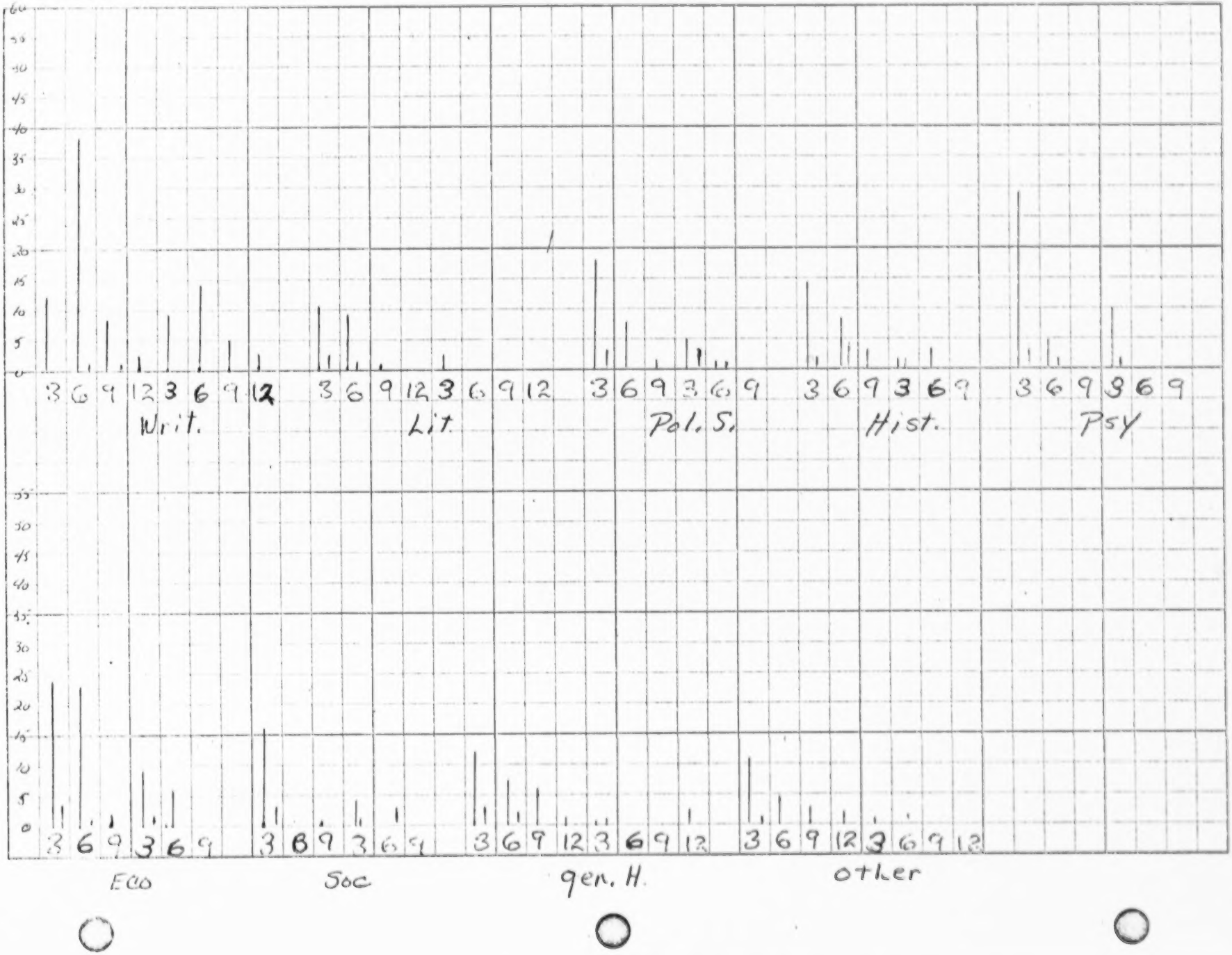
11 respond



7-b

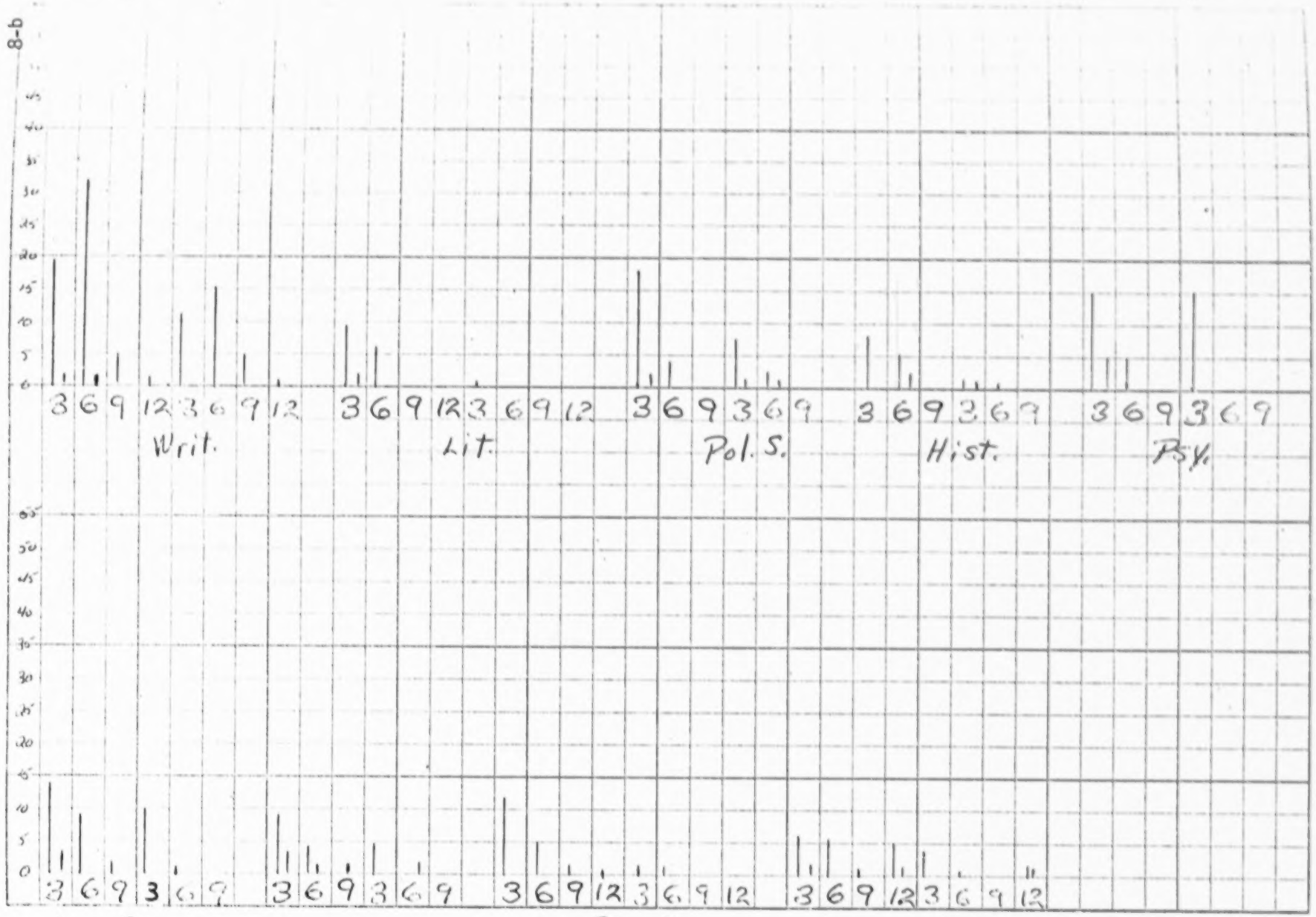
Business Manage.

109 respond



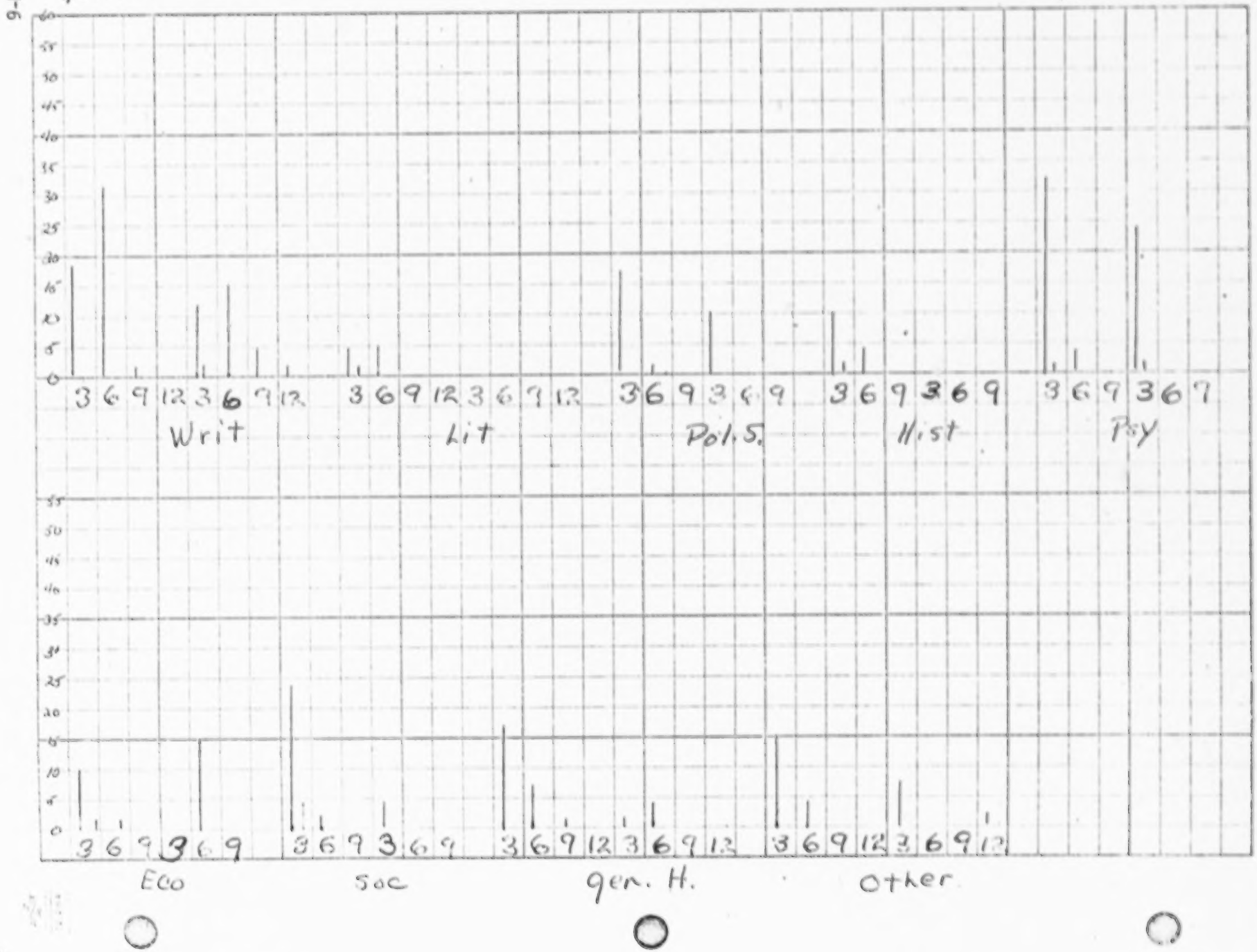
Data Processing

131 respond



Dental Tech

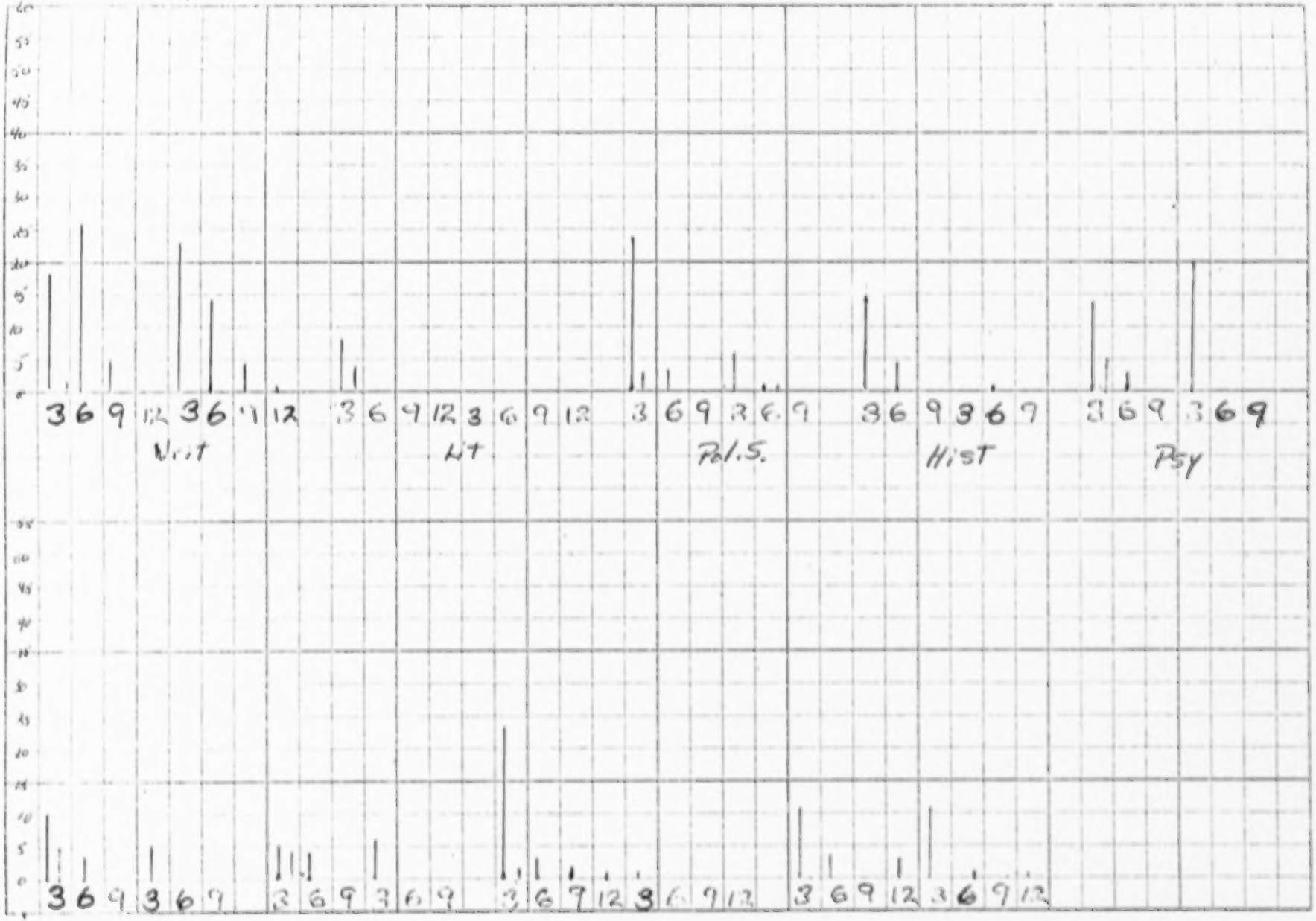
All respond



Drafting + Design

78 respond

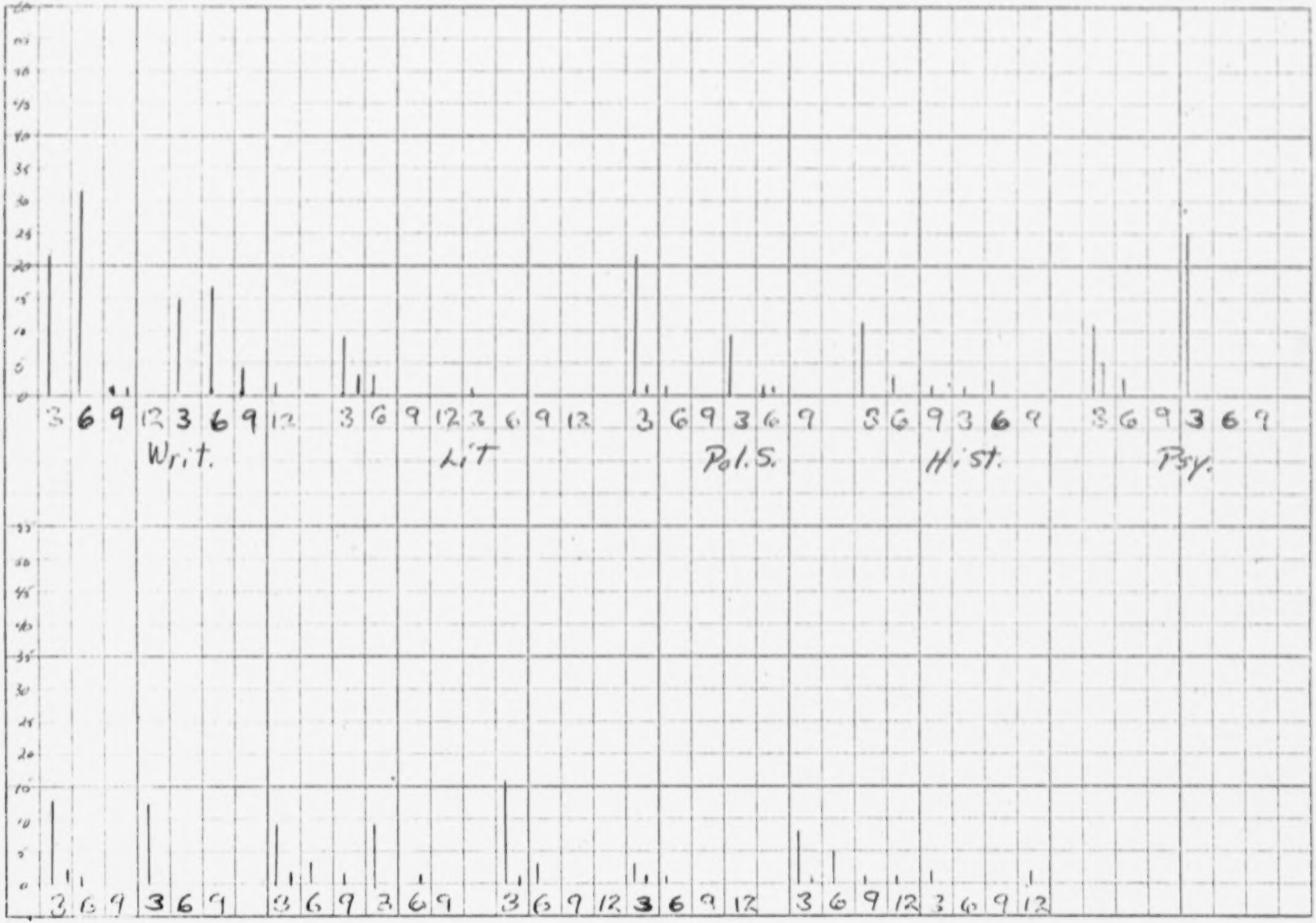
10-b



11-b

Electronic Tech

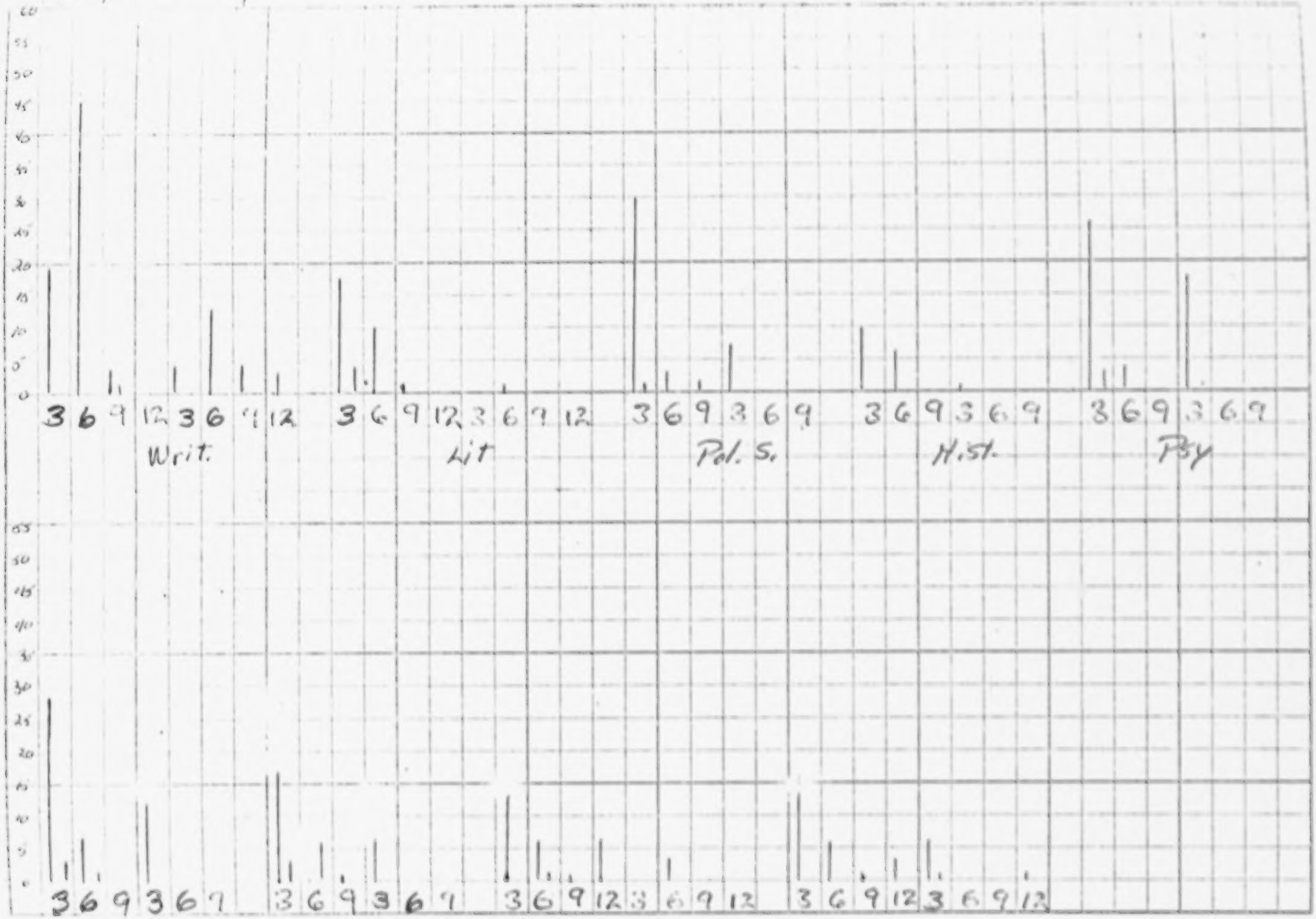
103 respond



Engineering Tech

69 respond

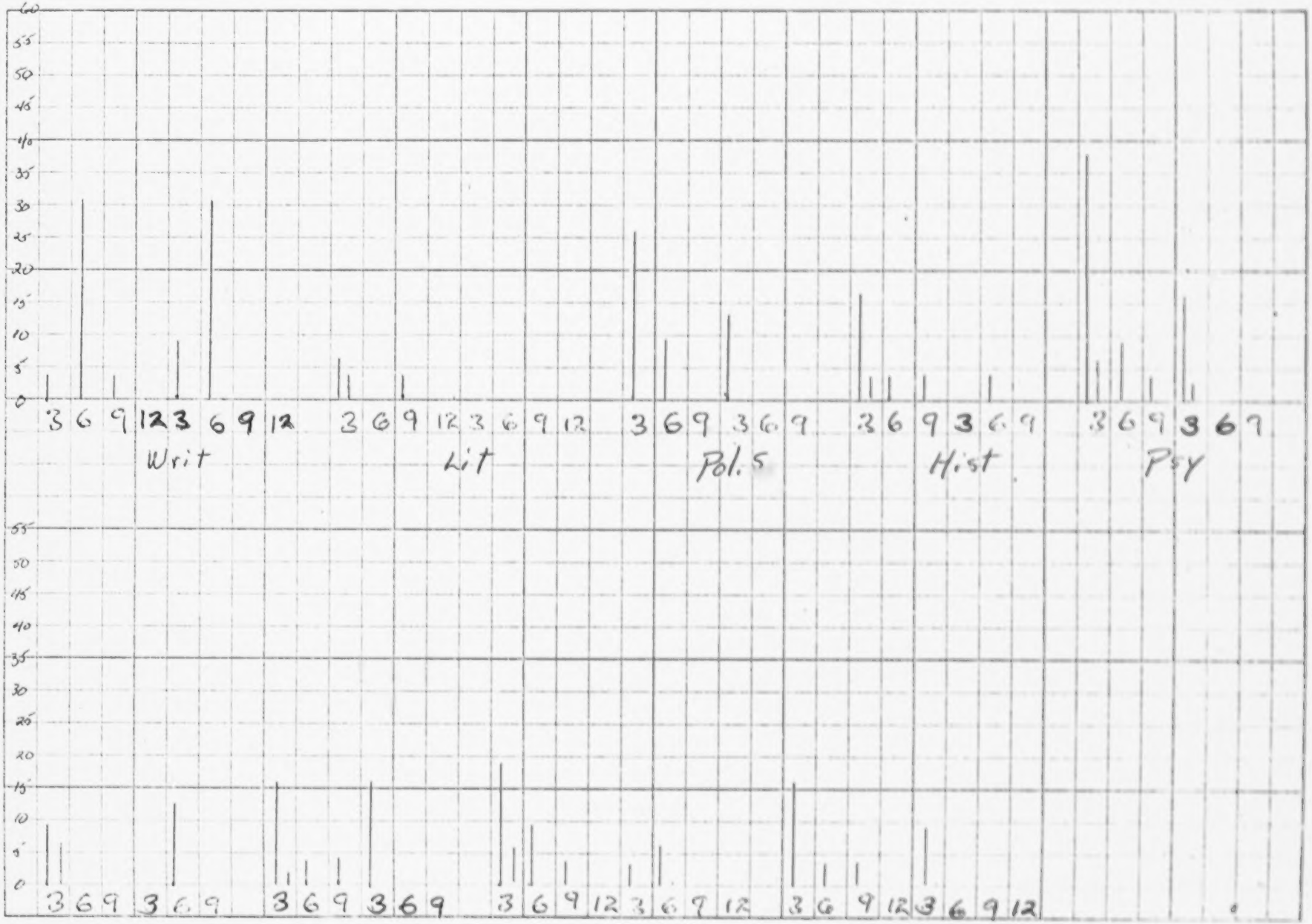
12-b



Fire Tech

32 respond.

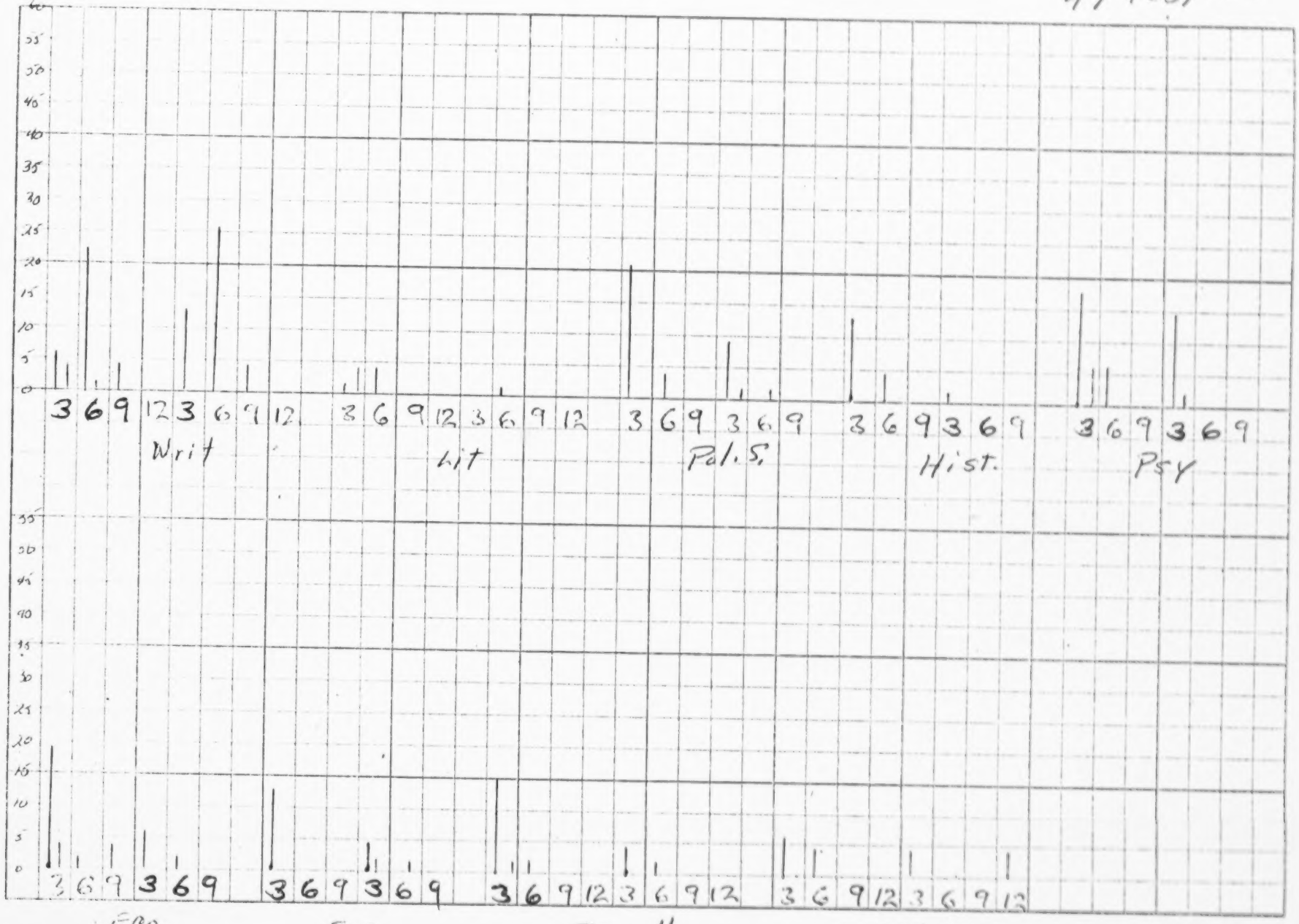
13-b



14-b

General Clerical

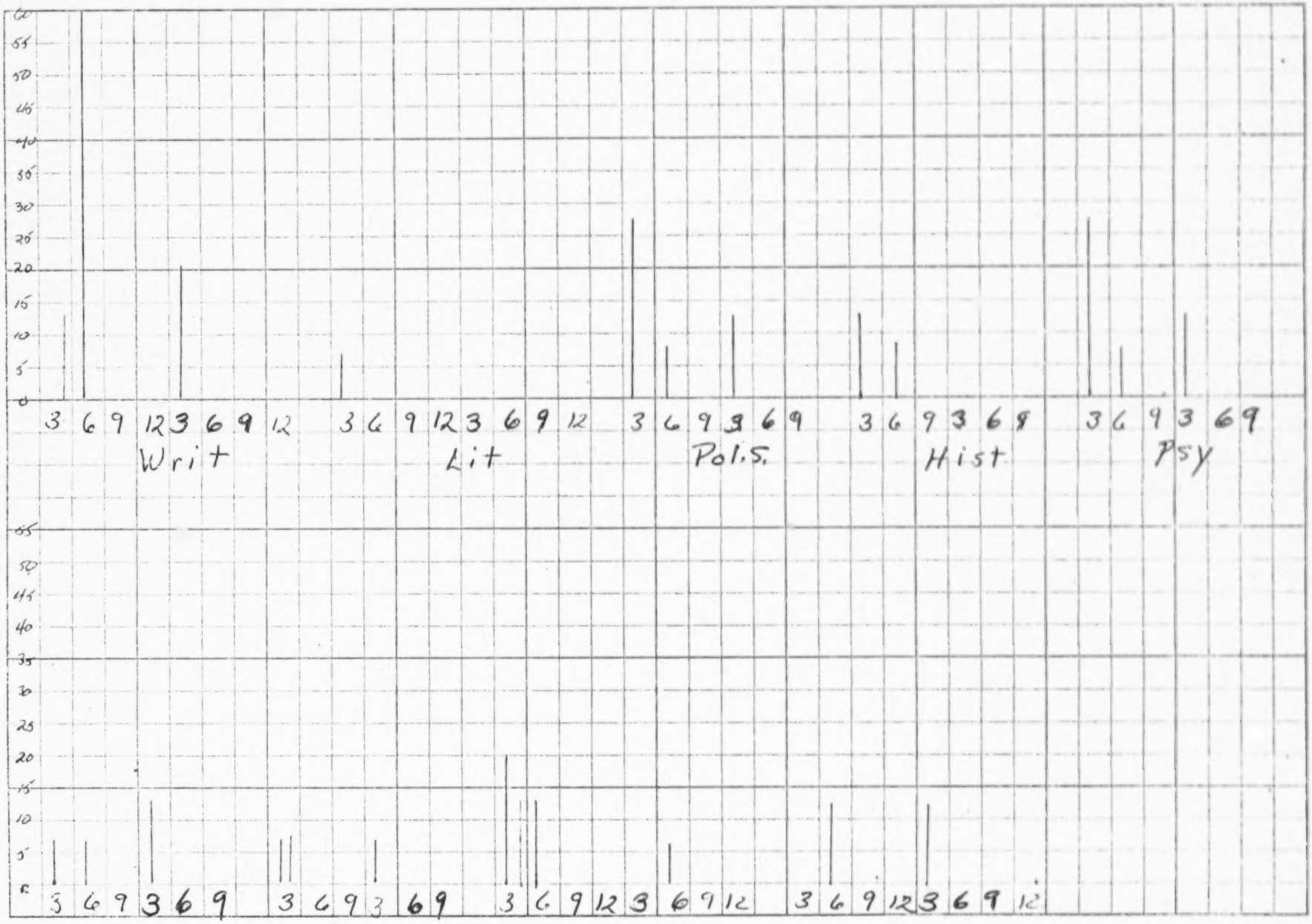
47 respond



15-b

Hotel-Motel

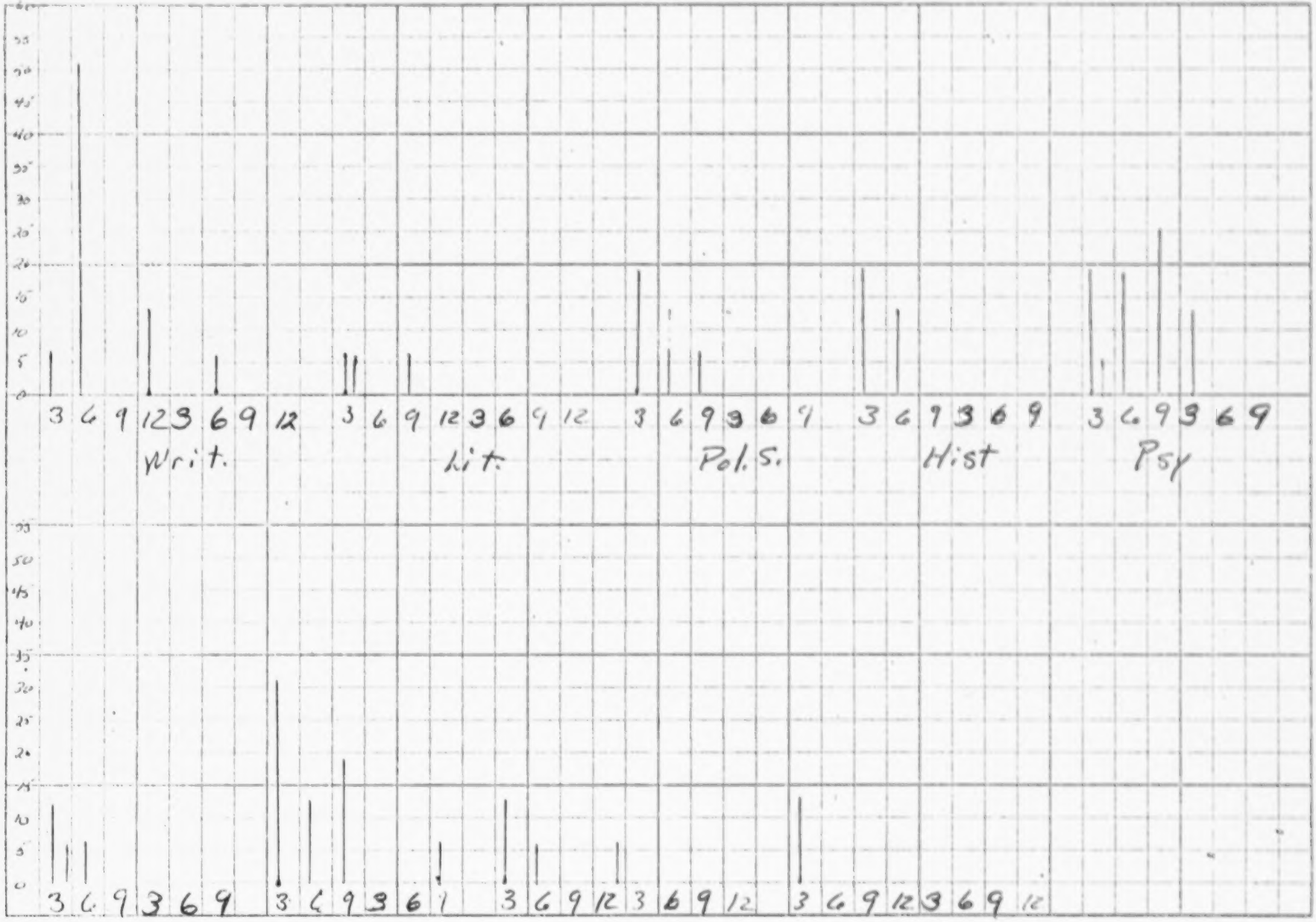
15 respond



Hamar Services

16 respond

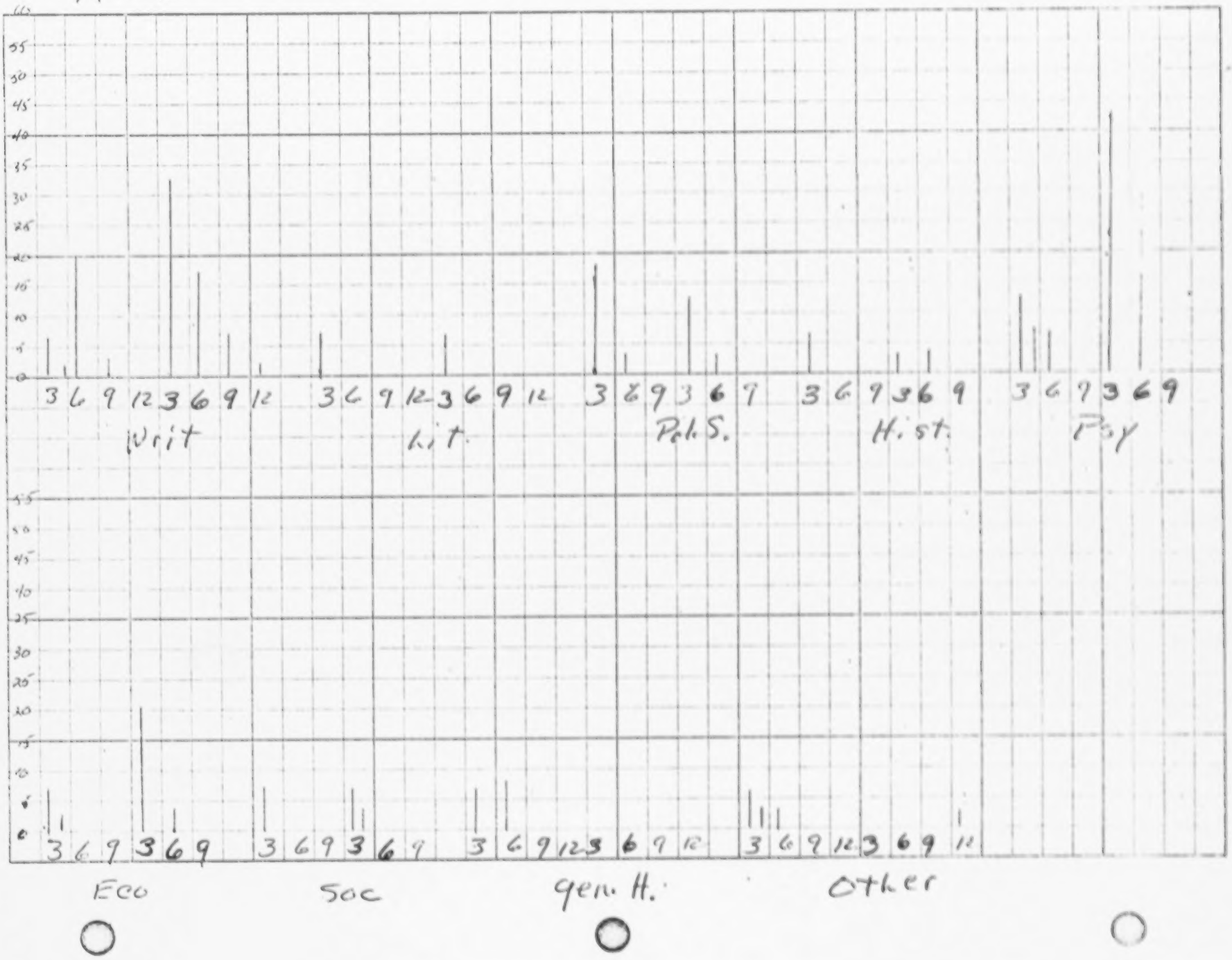
16-b



17-b

Machine Tool Tech

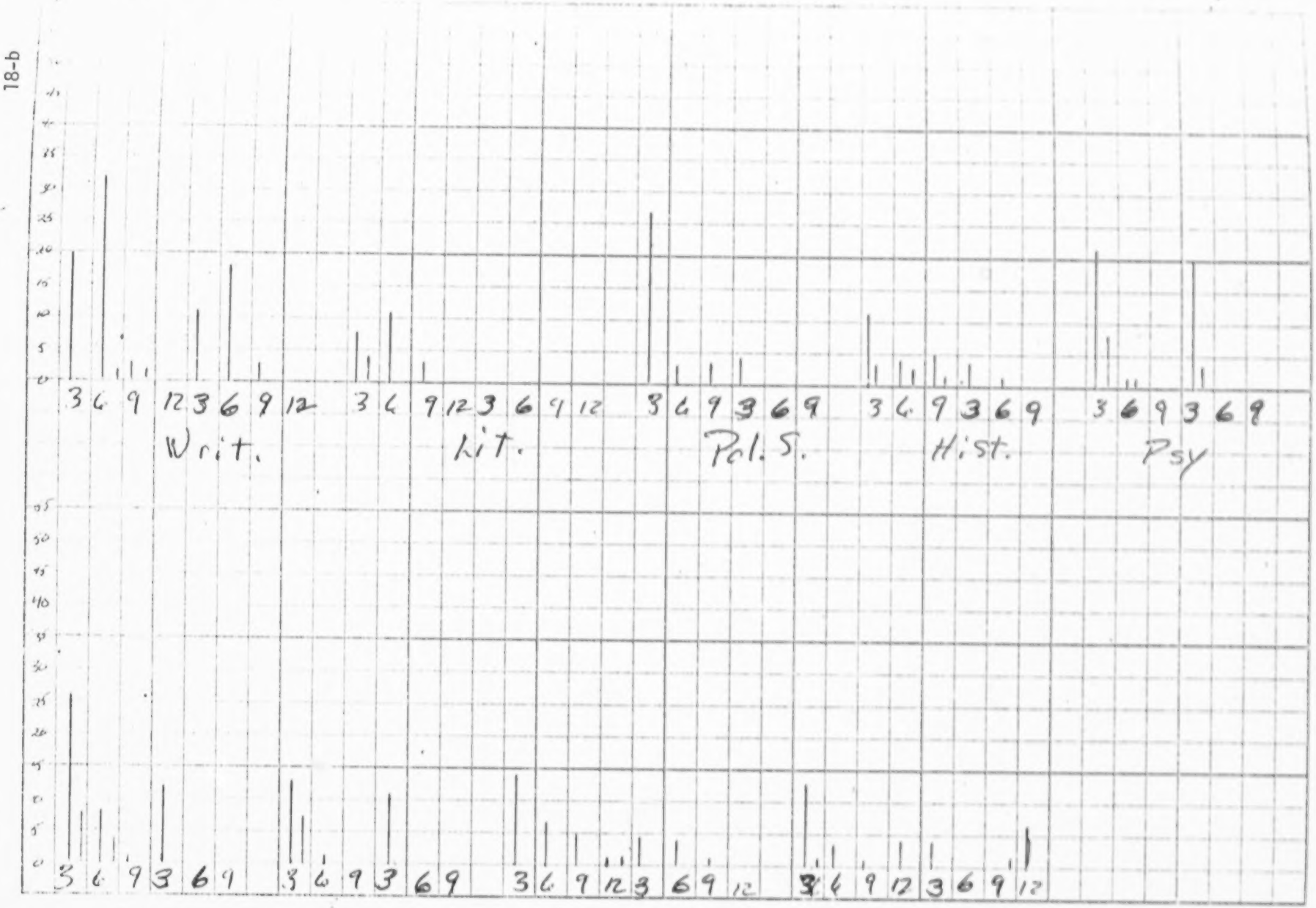
30 respond



Marketing

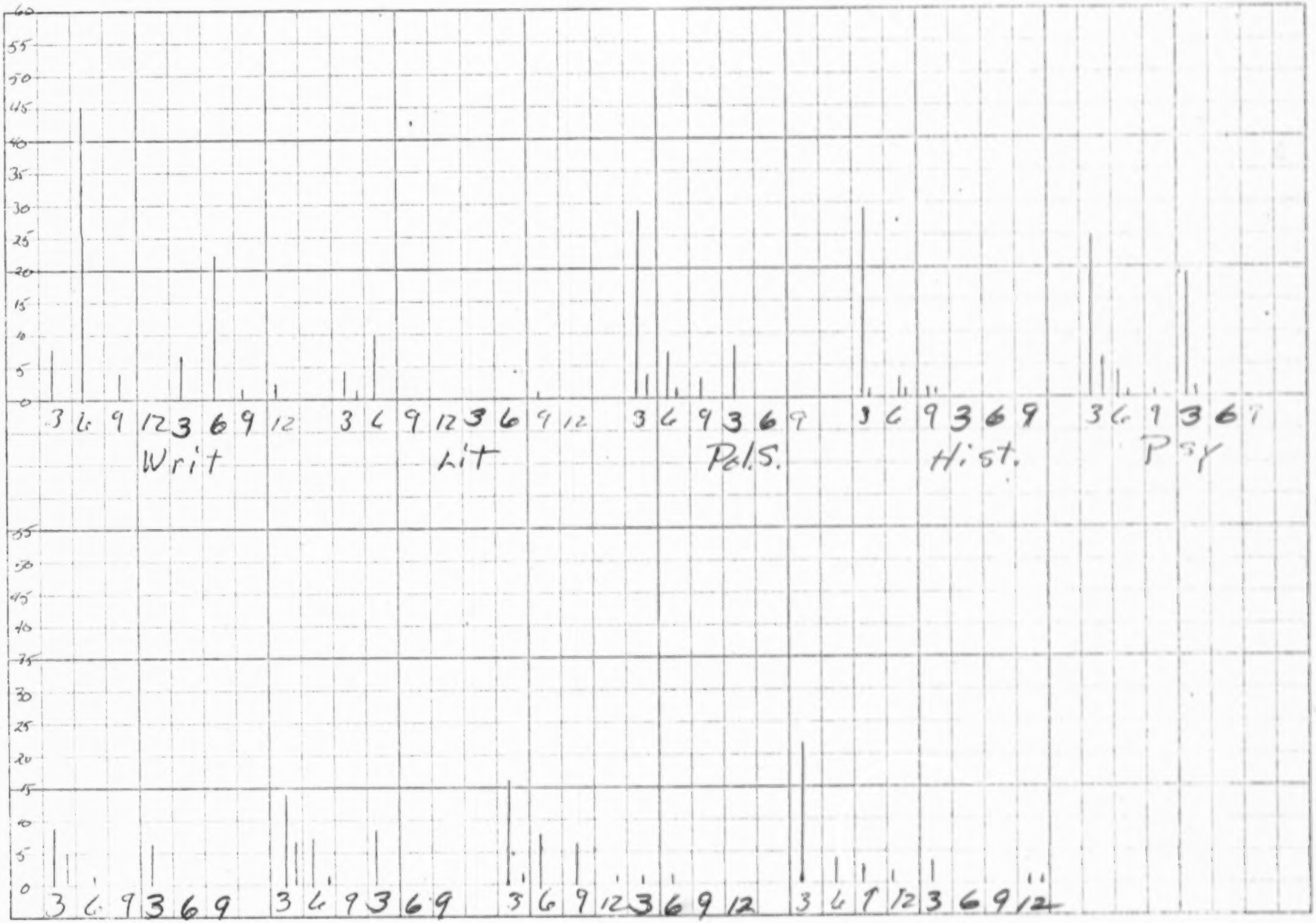
74 respond

18-b



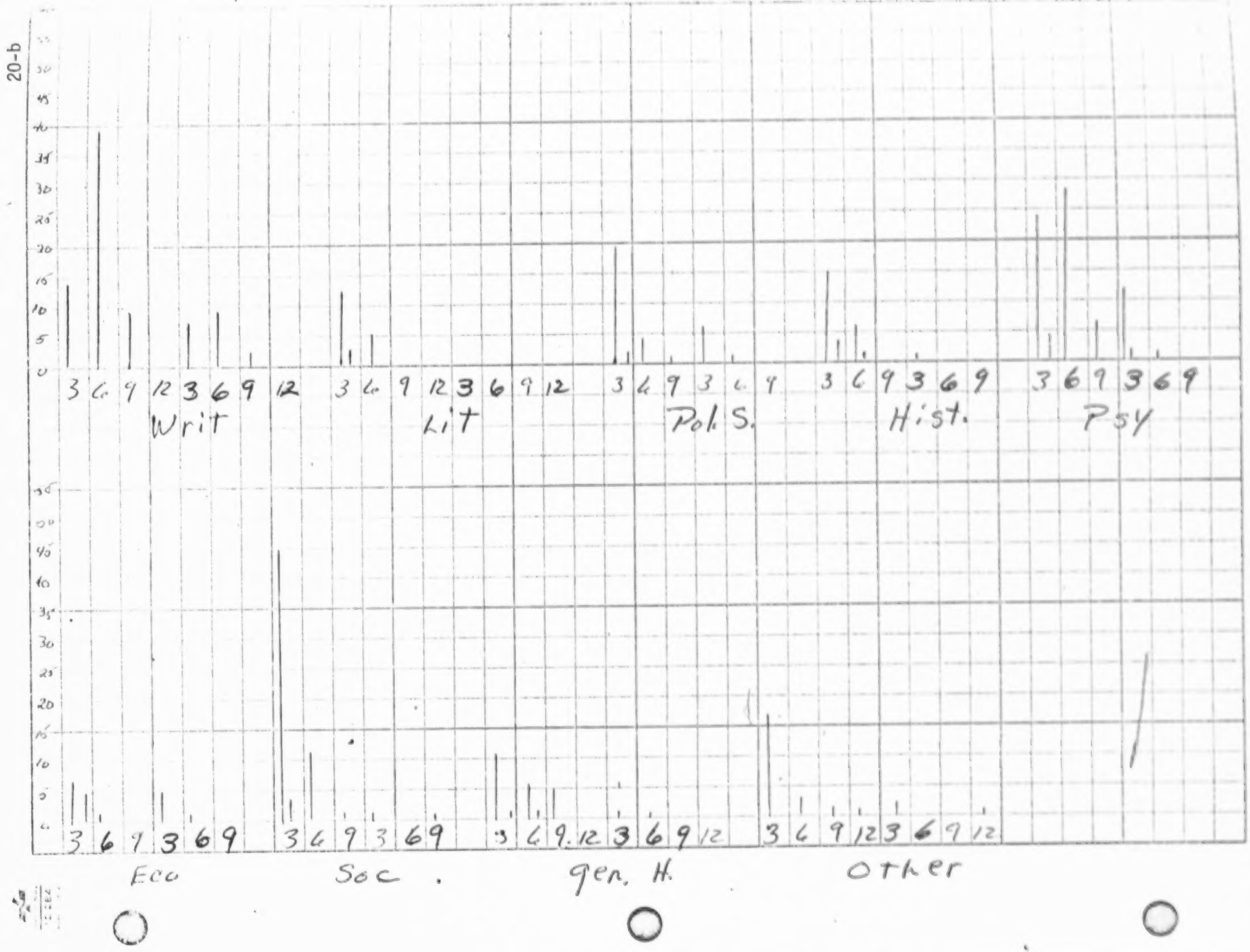
Medical Tech

73 respond



Nursing

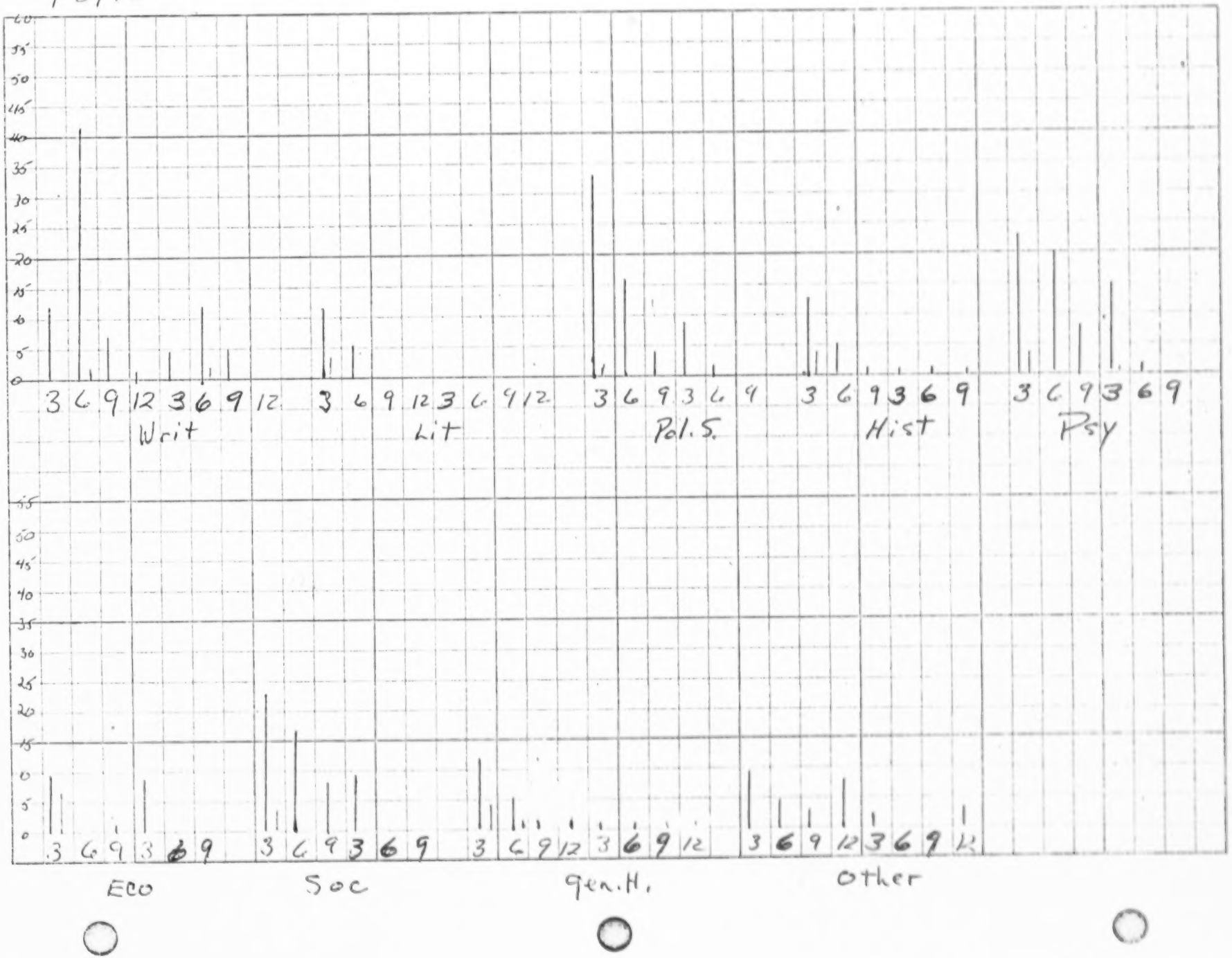
95 respond



Police

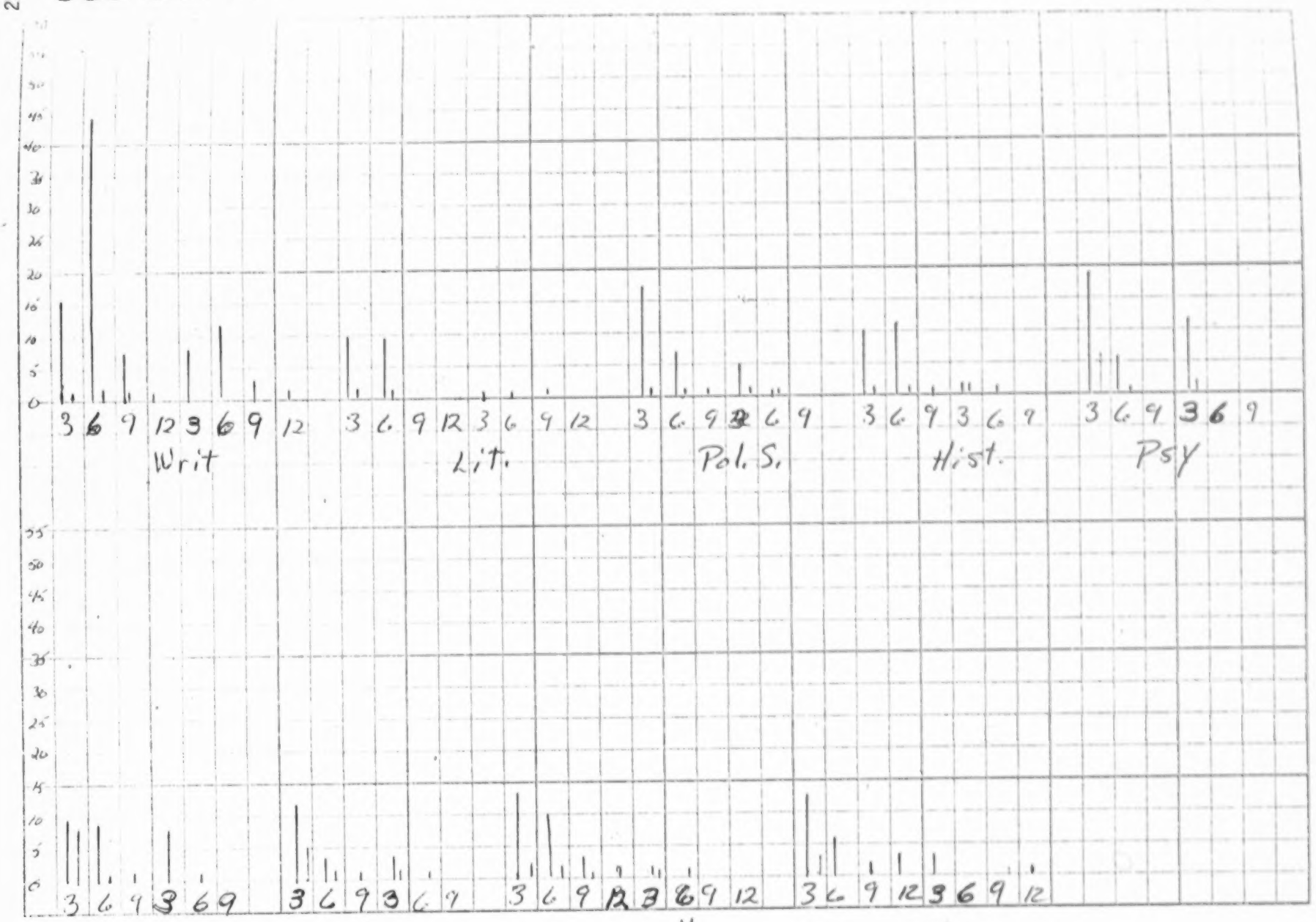
75 respond

21-b



22-b Secretarial

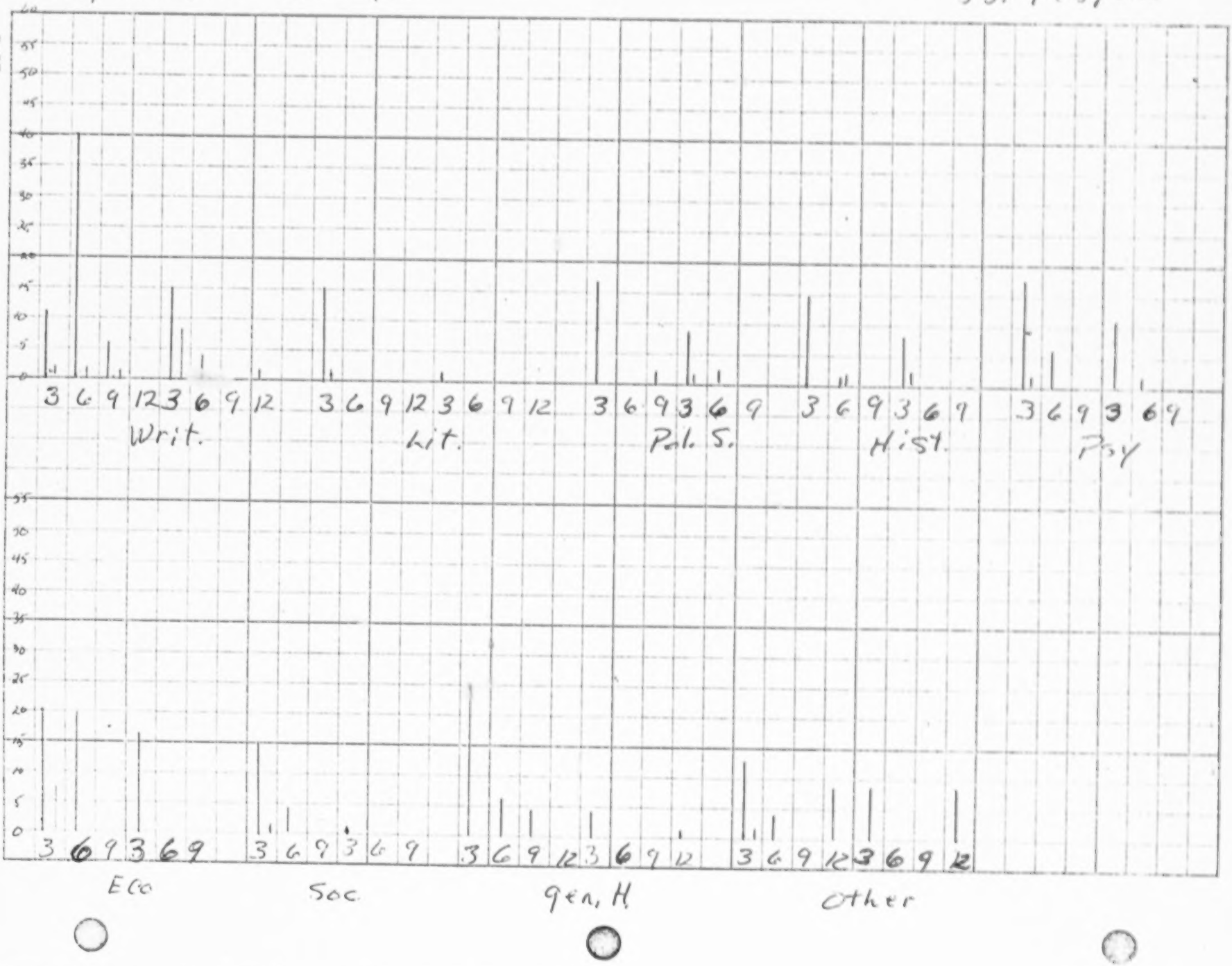
238 respond



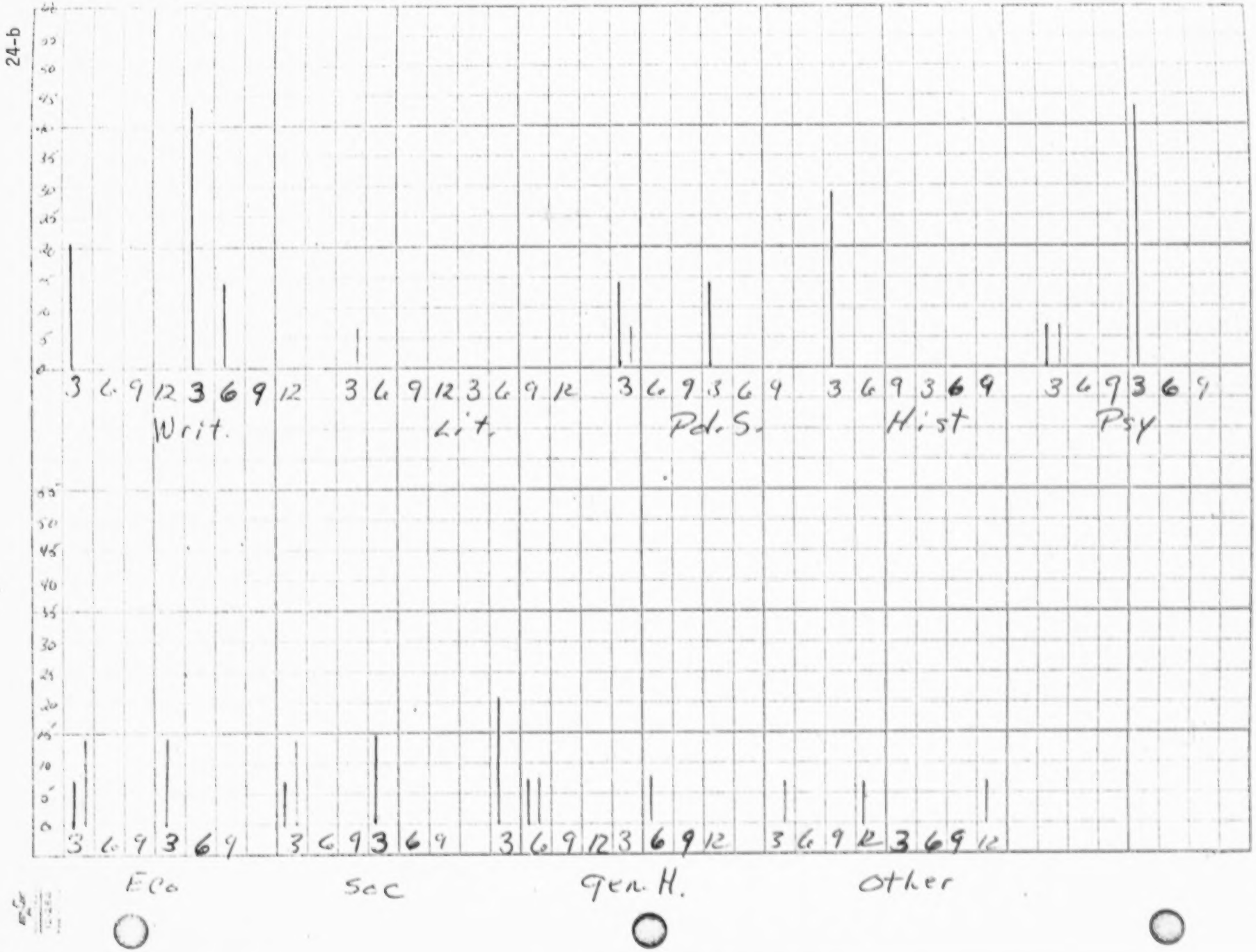
Supervision Manage.

53. respond

23-b



Welding



The last set of graphs is the most significant for the conclusions of this study. Here are the number of hours and the courses which were reported to be optional in the various curricula in some schools.

Optional Eng. Writing: Either CP or NC

	hr.		CP or NC
Accounting	3		21
	6		
Agri. Tech	3		28
	6		
Art	3		52
	6		
Automotive	3		54
	6		
Aviation	3		21
	6		
Book Keeping	3		11
	6		
Business Man.	3		107
	6		
Data Process	3		131
	6		
	9		
Dental Tech	3		41
	6		
Draft + Design	3		75
	6		
	9		
Electronic Te.	3		103
	6		
Engineering Te.	3		69
	6		
		0 2 4 6 8 10 12 14 16 18 20%	

	hr.	
Fire Tech	3	32
	6	
General Cler.	3	47
	6	
Hotel - Motel	3	15
	6	
Human Serv.	3	16
	6	
Machine Tool Re.	3	30
	6	
Marketing	3	74
	6	
Medical Tech	3	73
	6	
Nursing	3	95
	6	
Police	3	75
	6	
Secretarial	3	235
	6	
Supervision Man	3	53
	6	
Welding	3	14
	6	

Optional Eng lit. : Either CP or VC

3-c

	hr.			hr.
Accounting	3		Nursing	3 —
Agri Tech	3 —		Police	3
Art	3 —		Secretarial	3 —
Automotive	3 —		Supervision-Man.	3
Aviation	3 —		Welding	3
Bookkeeping	3			
Business Man	3 —			
Data Process	3 —			
Dental Tech	3 —			
Drafting-Design	3			
Electronic Tech	3 —			
Engineering Te.	3 —			
Fire Tech	3			
General Cler	3			
Hotel-Motel	3			
Human-Serv.	3			
Machine Tool Te.	3			
Marketing	3			
Medical Tech	3 —			

0 2 4 6 8%

0 2 4 6 8%

Optional Pol. Sci. : Either CP or NC

	hr			hr	
Accounting	3		Nursing	3	—
Agri Tech	3	—	Police	3	—
Art	3	—	Secretarial	3	—
Automotive	3	—	Supervision Man	3	
Aviation	3	—	Welding	3	
Bookkeeping	3				
Business Man	3	—			
Data Process	3	—			
Dental Tech	3	—			
Drafting & Design	3				
Electronic Tech	3	—			
Engineering Tech	3	—			
Fire Tech	3	—			
general Cler	3				
Hotel-Motel	3				
Human Serv	3				
Machine Tool Te.	3				
Marketing	3				
Medical Tech	3	—			

0 2 4 6 8%

0 2 4 6 8%

Optional List : Either CP or PC.

5-C

	hr.			hr.	
Accounting	3		Nursing	3	—
Agri. Tech	3	—	Police	3	—
Art	3	—	Secretarial	3	-
Automotive	3	—	Supervision-Man	3	
Aviation	3	—	Welding	3	
Bookkeeping	3				
Business Man	3	-			
Data Process	3	—			
Dental Tech	3	—			
Drafting-Design	3				
Electronic Tech	3	-			
Engineering	3	—			
Fire Tech	3	—			
General Cler	3				
Hotel-Motel	3				
Human Serv	3				
Machine Tool Te	3				
Marketing	3				
Medical Tech	3	—			

0 2 4 6 8 2

0 2 4 6 8 2

Optional Pay: Either Or Both

6-C

	hr			hr	
Accounting	3		Nursing	3	—
Agri Tech	3		Police	3	—
Art	3		Secretarial	3	—
Automotive	3	—	Supervision-Man	3	—
Aviation	3		Welding	3	—
Bookkeeping	3				
Business Man.	3	—			
Data Process	3	—			
Dental Tech	3				
Drafting-Design	3	—			
Electronic Tech	3	—			
Engineering Tech	3	—			
Fire Tech	3				
General Cler.	3				
Hotel-Motel	3				
Human Serv.	3				
Machine Tool Te	3	—			
Marketing	3				
Medical Tech	3	—			

0 2 4 6 8½

0 2 4 6 8½

Optional Gen. Humanities: Either C or E. 7-C

	Hr.			Hr.	
Accounting	3		Nursing	3	
Agri Tech	3	—	Police	3	
Art	3		Secretarial	3	—
Automotive	3		Supervision Man	3	
Aviation	3		Welding	3	
Bookkeeping	3				
Business Man	3				
Data Process	3	—			
Dental Tech	3				
Drafting - Design	3	—			
Electronics Te.	3	—			
Engineering Te.	3				
Fire Tech.	3	—			
General Cler	3				
Hotel - Motel	3	——			
Human Serv.	3				
Machine Tool Te	3	—			
Marketing	3				
Medical Tech	3				

0 2 4 6 8

0 2 4 6 8

APPENDIX III

Community Colleges Participating in Survey

ALABAMA

Alabama Christian College
Atlantic Highway
Montgomery, Alabama 36109

Theodore Alfred Lawson State Junior College
Route 10 Box 486
Birmingham, Alabama 35228

ARIZONA

Arizona Western College
PO Box 929
Yuma, Arizona 85364

Cochise College
Bisbee-Douglas Highway
Douglas, Arizona 85607

Eastern Arizona College
Thatcher, Arizona 85552

Glendale Community College
6000 W Olive Avenue
Glendale, Arizona 85301

Maricopa County Junior College District
106 E Washington Street
Phoenix, Arizona 85002

ARKANSAS

Crowley's Ridge College
Paragould, Arkansas 72450

Phillips County Community College
Helena, Arkansas 72342

CALIFORNIA

American River College
4700 College Oak Drive
Sacramento, California 95841

Cabrillo College
6500 Soquel Drive
Aptos, California 95003

Cerritos College
11110 E Alondra Blvd.
Norwalk, California 90650

Chabot College
25555 Hesperian Blvd.
Hayward, California 94545

Chaffey College
5885 Haven Avenue
Alta Loma, California 91701

Citrus College
18824 E Foothill Blvd.
Azusa, California 91702

City College of San Francisco
50 Phalan Avenue
San Francisco, California 94112

Columbia Junior College
PO Box 1849
Columbia, California 95310

East Los Angeles College
5357 E Brookline Avenue
Los Angeles, California 90022

Fullerton Junior College
Fullerton, California 92632

Gavilan College
PO Box 126
Gilroy, California 95020

Los Angeles City College
855 N Vermont Avenue
Los Angeles, California 90029

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, California 91364

Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401

Modesto Junior Colleg
Modesto, California 350

Napa Community College
2277 Napa-Vallejo Highway
Napa, California 94558

Ohlone College
PO Box 909
650 Washington Blvd.
Fremont, California 94537

Rio Hondo College
3600 Workman Mill Road
Whittier, California 90608

Sacramento City College
3835 Freeport Blvd.
Sacramento, California 95822

San Diego City College
1425 Russ Blvd.
San Diego, California 92101

San Jose City College
2100 Moor Park Avenue
San Jose, California 95114

Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93105

Victor Valley College
18422 Bear Valley Road
Victorville, California 92392

West Hills College
300 Cherry Lane
Coalinga, California 93210

Yuba College
Marysville, California 95901

CANADA

Lethbridge Junior College
Lethbridge Province
Alberta, CANADA

CANAL ZONE

Canal Zone College
Box 3009
Balboa, CANAL ZONE

COLORADO

Community College of Denver
1001 E 62nd Avenue
Denver, Colorado 80216

Mesa College
1120 North Avenue
Grand Junction, Colorado 81501

CONNECTICUT

Housatonic Community College
Granada Avenue
Stratford, Connecticut 06497

Junior College of Connecticut
221 Park Place
Bridgeport, Connecticut 06602

Mattatuck Community College
236 Grand Street
Waterbury, Connecticut 06702

Norwalk Community College
300 Highland Avenue
Norwalk, Connecticut 06854

DELAWARE

Delaware Technical and Community College
PO Box 697
Dover, Delaware 19901

Delaware Technical and Community College
Northern Branch
330 E 30th Street
Wilmington, Delaware 19802

DISTRICT OF COLUMBIA

Washington Technical Institute
4100 Connecticut Avenue
Washington, D. C. 20008

FLORIDA

Broward Junior College
3501 Southwest Davie Road
Ft. Lauderdale, Florida 33314

Edison Junior College
Cypress Lake Drive
Ft. Myers, Florida 33901

Florida Junior College at
Jacksonville
1246 Cumberland Road
Jacksonville, Florida 32205

Florida Keys Junior College
Key West, Florida 33040

Hillsborough Junior College
PO Box 1213
Tampa, Florida 33601

Lake-Sumter Junior College
Leesburgh, Florida 32748

Marymount College
Boca Raton, Florida 33432

North Florida Junior College
Madison, Florida 32340

Palm Beach Junior College
4200 Congress Avenue
Lakeworth, Florida 33460

Santa Fe Junior College
723 W University Avenue
Gainesville, Florida 32601

Saint John's River Junior College
5001 Lemon Street
Palatka, Florida 32077

St. Petersburg Junior College
6605 5th Avenue
St. Petersburg, Florida 33710

Tallahassee Junior College
Tallahassee, Florida 32304

Valencia Junior College
2908 W Oakridge Road
Orlando, Florida 32809

Webber College
Babson Park, Florida 33827

GEORGIA

Albany Junior College
2400 Gillionville Road
Albany, Georgia 31705

Brunswick Junior College
Altama at Fourth Street
Brunswick, Georgia 31520

Clayton Junior College
Forest Park, Georgia 30050

Dekalb College
555 North Indian Creek Drive
Clarkston, Georgia 30021

Emmanuel College
Franklin Springs, Georgia 30609

South Georgia College
Douglas, Georgia 31533

ILLINOIS

Blackhawk College
6600 34th Avenue
Moline, Illinois 61265

Central YMCA Community College
211 W Wacker Drive
Chicago, Illinois 60606

Kennedy-King College
7045 W Stewart Avenue
Chicago, Illinois 60601

Loop College
64 E Lake Street
Chicago, Illinois 60601

College of Lake County
19351 W Washington Street
Grays Lake, Illinois 60030

Illinois Valley Community College
RR #1
Oglesby, Illinois 61348

John A. Logan College
Carterville, Illinois 62918

Kishwaukee College
200 May Mart Snopping Center
PO Box 29
Malta, Illinois 60150

Moraine Valley Community College
10900 S 88th Avenue
Palos Hills, Illinois 60453

Parkland College
2 Main Street
Champaign, Illinois 61820

Prairie State College
PO Box 487
Chicago Heights, Illinois 60411

Rend Lake College
315 South 7th Street
Mount Vernon, Illinois 62864

Rock Valley College
3301 North Mulford Road
Rockford, Illinois 61111

Southeastern Illinois College
333 W College Street
Harrisburg, Illinois 62946

Waubonsee Community College
Sugar Grove, Illinois 60554

INDIANA

Vincennes University Junior College
Vincennes, Indiana 47591

IOWA

Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, Iowa 50021

Ellsworth Community College
Iowa Falls, Iowa 50126

Iowa Lakes Community College
101 1/2 North 6th Street
Estherville, Iowa 51334

Marshalltown Community College
113 N 1st Avenue
Marshalltown, Iowa 50158

Mount St. Clare College
Clinton, Iowa 52732

North Iowa Area Community College
220 E State Street
Mason City, Iowa 50401

Ottumwa Heights College
Ottumwa, Iowa 52501

Sioux Empire College
PO Box 312
Hawarden, Iowa 51023

Soutnwestern Community College
Creston, Iowa 50801

KANSAS

Butler County Community Junior College
Eldorado, Kansas 67042

Coffeyville Community Junior College
Coffeyville, Kansas 67337

Colby Community College
1255 South Range
Colby, Kansas 67701

Garden City Community Junior College
801 Campus Drive
Box 977
Garden City, Kansas 67846

Hesston College
Hesston, Kansas 67062

Hutchinson Community Junior College
1300 N Plum Street
Hutchinson, Kansas 67501

Miltonvale Wesleyan College
Miltonvale, Kansas 67466

Neosho County Community Junior College
1000 South Allen
Chanute, Kansas 66720

KENTUCKY

Richmond Community College
Eastern Kentucky University
Richmond, Kentucky 40475

Henderson Community College
Henderson, Kentucky 42420

Lees Junior College
601 Jefferson Avenue
Jackson, Kentucky 41339

Paducah Community College
Paducah, Kentucky 42001

Prestonburg Community College
Prestonburg, Kentucky 41653

St. Catherine College
St. Catherine, Kentucky 40061

Southeastern Christian College
Winchester, Kentucky 40391

Southeast Community College
Cumberland, Kentucky 40823

MAINE

Westbrook Junior College
716 Stevens Avenue
Portland, Maine 04103

MARYLAND

Anne Arundel Community College
Arnold, Maryland 21012

Catonsville Community College
Valley Road & Rolling Road
Baltimore, Maryland 21228

Cecil Community College
Booth Street Center
Elkton, Maryland 21921

Charles County Community College
Laplata, Maryland 20646

Hagerstown Junior College
Snarpsburg Pike
Hagerstown, Maryland 21740

Harford Junior College
401 Thomas Run Road
Bel Air, Maryland 21014

Kirkland Hall College
Easton, Maryland 21601

Mt. Providence Junior College
701 Gun Road
Baltimore, Maryland 21227

Villa Julie College
Valley Road
Stevenson, Maryland 21153

MASSACHUSETTS

Grahm Junior College
632 Beacon Street
Boston, Massachusetts 02215

Massachusetts Bay Community College
57 Stanley Avenue
Watertown, Massachusetts 02172

Massasoit Community College
Park Street
Duxbury, Massachusetts 02332

Newton Junior College
100 Washington Park
Newton, Massachusetts 02160

Northern Essex Community College
Chadwick Street
Haverhill, Massachusetts 01830

North Shore Community College
23 Essex Street
Beverly, Massachusetts 01915

Quinsigamond Community College
251 Belmont Street
Worcester, Massachusetts 01605

Springfield Technical Community College
Armory Square
Springfield, Massachusetts 01105

Worcester Junior College
766 Main Street
Worcester, Massachusetts 01608

Wentworth Institute
550 Huntington Avenue
Boston, Massachusetts 02115

MICHIGAN

Detroit College of Business
Detroit, Michigan

Lansing Community College
419 N. Capitol Avenue
Lansing, Michigan 48914

Macomb County Community College-South Campus
14500 E Twelve Mile Road
Warren, Michigan 48093

Macomb County Community College-Center Campus
16500 Hall Road
Mt. Clemens, Michigan 48043

Monroe County Community College
1555 S Raisinville Road
Monroe, Michigan 48161

Mid-Michigan Community College
Route 3
Harrison, Michigan 48625

St. Clair County Community College
323 Erie Street
Port Huron, Michigan 48060

Southwestern Michigan College
PO Box 358
Dowagiac, Michigan 49047

Suomi College
601 Quincy Street
Hancock, Michigan 49930

West Shore Community College
PO Box 277
Scottville, Michigan 49454

Washtenaw Community College
240 E Huron Street
Ann Arbor, Michigan 48107

MINNESOTA

Anoka-Ramsey State Junior College
11200 Mississippi Blvd., N.W.
Coon Rapids, Minnesota 55433

Austin State Junior College
Austin, Minnesota 55912

Bethany Lutheran College
Mankato, Minnesota 56001

Corbett College
Sumit Avenue
Crookston, Minnesota 56716

Metropolitan State Junior College
50 Willow Street
Minneapolis, Minnesota 55403

Rochester State Junior College
Rochester, Minnesota 55901

St. Mary's Junior College
2600 S 6th Street
Minneapolis, Minnesota 55406

Willmar State Junior College
Willmar, Minnesota 56201

MISSISSIPPI

Copiah-Lincoln Junior College
and High School
Wesson, Mississippi 39191

East Central Junior College
Decatur, Mississippi 39327

Gulf Park College
Long Beach, Mississippi 39560

Hinds Junior College
Raymond, Mississippi 39154

Jones County Junior College
Ellisville, Mississippi 39437

Mary Holmes College
West Point, Mississippi 39773

Wood Junior College
Mathiston, Mississippi 39752

MISSOURI

Christian College
Columbia, Missouri 65201

Cottey Junior College
Nevada, Missouri 64772

Crowder College
Neosho, Missouri 64850

East Central Junior College
Union, Missouri 63084

Forest Park Community College
5600 Oakland Avenue
St. Louis, Missouri 63110

Jefferson College
Hillsboro, Missouri 63050

Metropolitan Junior College District
560 Westport
Kansas City, Missouri 64111

Mineral Area College
Flat River, Missouri 63601

Missouri Western College
10th & Edmond Streets
St. Joseph, Missouri 65401

State Fair Community College
2111 West Broadway
Sedalia, Missouri 65301

Three Rivers Junior College
507 Vine Street
Poplar Bluff, Missouri 63901

MONTANA

Dawson College
300 College Drive
Glendive, Montana 59330

Flathead Valley Community College
PO Box 1174
Kalispell, Montana 59901

Miles Community College
Miles City, Montana 59301

NEW HAMPSHIRE

New Hampshire Technical Institute
Fan Road
Concord, New Hampshire 03301

NEW JERSEY

Bergen Community College
400 Paramus Road
Paramus, New Jersey 07652

Brookdale Community College
765 Newman Springs Road
Lincroft, New Jersey 07738

Camden County College
PO Box 200
Blackwood, New Jersey 08012

Centenary College for Women
Hackettstown, New Jersey 07840

Cumberland County College
PO Box 517
Vineland, New Jersey 08360

Gloucester County College
Sewell PO
New Jersey 08080

Middlesex County College
Edison, New Jersey 08817

Ocean County College
Hooper Avenue
Toms River, New Jersey 08753

NEW MEXICO

New Mexico Junior College
Lovington Highway
Hobbs, New Mexico 88240

Eastern New Mexico University
Roswell Campus
PO Box 6761
Roswell, New Mexico 88201

NEW YORK

Academy of Aeronautics
La Guardia Airport
Flushing, New York 11371

Adirondack Community College
Glen Falls, New York 12801

Cazenovia College
Cazenovia, New York 13035

Columbia-Green Community College
2 First Street
Athens, New York 12015

Dutchess Community College
Poughkeepsie, New York 12601

Erie County Technical Institute
Main Street & Youngs Road
Buffalo, New York 14221

Fashion Institute of Technology
227 W 27th Street
New York, New York 10001

Fulton-Montgomery Community College
Montgomery & Market Streets
Johnstown, New York 12095

Harriman College
Harriman, New York 10926

Herkimer County Community College
State Street
Ilion, New York 13357

Jamestown Community College
525 Falconer Street
Jamestown, New York 14701

Jefferson Community College
Watertown, New York 13601

Maria College of Albany
700 New Scotland Avenue
Albany, New York 12208

Maria Regina College
1024 Court Street
Syracuse, New York 13208

Manhattan Community College
134 W 51 Street
New York, New York 10020

Mohawk Valley Community College
1101 Sherman Drive
Utica, New York 13501

Monroe Community College
PO Box 9720
Rochester, New York 14623

Niagara County Community College
430 Buffalo Avenue
Niagara Falls, New York 14303

North Country Community College
20 Winona Avenue
Saranac Lake, New York 12983

Orange County Community College
115 South Street
Middletown, New York 10940

Queensborough Community College
Bayside, New York 11364

Rockland Community College
19 College Road
Suffern, New York 10901

State University of New York
Agricultural & Technical College
Canton, New York 13617

State University of New York
Agricultural & Technical College
Delhi, New York 13753

State University of New York
Agricultural & Technical College
Morrisville, New York 13408

Tompkins-Cortland Community College
175 Main Street
Groton, New York 13073

Staten Island Community College
715 Ocean Terrace
Staten Island, New York 10301

Suffolk County Community College
Selden, New York 11784

Villa Maria College of Buffalo
240 Pine Ridge Road
Buffalo, New York 14225

Westchester Community College
75 Glasslands Road
Valhalla, New York 10595

NORTH CAROLINA

Caldwell Technical Institute
Box 600
Lenoir, North Carolina 28645

Cape Fear Technical Institute
411 N Front Street
Wilmington, North Carolina 28401

Central Piedmont Community College
1141 Elizabeth Avenue
Charlotte, North Carolina 28204

Chowan College
Murfreesboro, North Carolina 27855

Durham Technical Institute
1637 Lawson Street
Durham, North Carolina 27703

Halifax County Technical Institute
PO Drawer 351
Weldon, North Carolina 27809

Lenoir Community College
PO Box 188
Kinston, North Carolina 28501

Mitchell College
Statesville, North Carolina 28677

Montreat-Anderson College
Montreat, North Carolina 28757

Mount Olive Junior College
Mount Olive, North Carolina 28365

Pamlico Technical Institute
PO Box 1215
Alliance, North Carolina 28509

Peace College
Raleigh, North Carolina 27602

Pitt Technical Institute
PO Box 97
Greenville, North Carolina 27834

Randolph Technical Institute
PO Box 1009
Asheboro, North Carolina 27203

Richmond Technical Institute
PO Box 1189
Hamlet, North Carolina 28345

Sampson Technical Institute
PO Drawer 855
Clinton, North Carolina 28328

Western Piedmont Community College
PO Drawer 549
Morganton, North Carolina 28655

Wilson County Technical Institute
902 Herring Avenue
Wilson, North Carolina 27893

W. W. Holding Technical Institute
Route 10, Box 200
Raleigh, North Carolina 27603

NORTH DAKOTA

Bismarck Junior College
Bismarck, North Dakota 58501

NDSU - Bottineau Branch and
Institute of Forestry
First & Simrall Blvd.
Bottineau, North Dakota 58318

North Dakota School of Science
Wahpeton, North Dakota 58075

OHIO

Cuyahoga Community College
626 Huron Road
Cleveland, Ohio 44115

Muskingum Area Technical Institute
400 Richards Road
Zanesville, Ohio 43701

Sinclair Community College
117 W Monument Avenue
Dayton, Ohio 45402

University College of the University
of Cincinnati
Cincinnati, Ohio 45221

OKLAHOMA

Connors State College
Warner, Oklahoma 74469

Northern Oklahoma College
Tonkawa, Oklahoma 74653

Northeastern Oklahoma A & M College
3rd & I Street, N E
Miami, Oklahoma 74354

OREGON

Portland Community College
049 S W Porter Street
Portland, Oregon 97201

Umpqua Community College
PO Box 967
Roseburg, Oregon 97490

PENNSYLVANIA

Community College of Allegheny County
Allegheny Campus
808 Ridge Avenue
Pittsburgh, Pennsylvania 15212

Boyce Campus Community College
Mosside Blvd.
Monroeville, Pennsylvania 15146

Bucks County Community College
Swamp Road
Newton, Pennsylvania 18940

Butler County Community College
College Drive, Oak Hills
Butler, Pennsylvania 16001

Community College of Delaware County
Folson, Pennsylvania 19033

Community College of Philadelphia
34 S 11th Street
Philadelphia, Pennsylvania 19107

Community College of Beaver County
Freedom, Pennsylvania 15042

Keystone Junior College
La Plume, Pennsylvania 18440

Lackawanna Junior College
Linden Street at Jefferson Avenue
Scranton, Pennsylvania 18503

Lehigh County Community College
501 Hamilton Street
Schnecksville, Pennsylvania 18078

Montgomery County Community College
612 Fayette Street
Conshohocken, Pennsylvania 19428

Harrisburg Area Community College
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110

Mount Aloysius Junior College
Cresson, Pennsylvania 16630

Northampton County Area Community College
3835 Green Pond Road
Bethlehem, Pennsylvania 18017

Northeastern Christian Junior College
1860 Montgomery Avenue
Villanova, Pennsylvania 19085

Penn Hall Junior College
Chambersburg, Pennsylvania 17201

Spring Garden College
Philadelphia, Pennsylvania 19118

Valley Forge Military Junior College
Wayne, Pennsylvania 19087

The Williamsport Area Community College
1005 W 3rd Street
Williamsport, Pennsylvania 17701

RHODE ISLAND

Rhode Island Junior College
199 Promenade Street
Providence, Rhode Island 02908

Roger Williams College
266 Pine Street
Providence, Rhode Island 02903

SOUTH CAROLINA

Greenville Technical Education Center
Box 5616 Station B
Greenville, south Carolina 29606

North Greenville Junior College
Tigerville, South Carolina 29688

Richland Technical Education Center
Box 5996
Columbia, South Carolina 29205

SOUTH DAKOTA

Freeman Junior College
Freeman, South Dakota 57029

Presentation College
1500 N Main
Aberdeen, South Dakota 57401

TENNESSEE

Cleveland State Community College
PO Box 1205
Cleveland, Tennessee 37311

TEXAS

Angelina College
PO Box 1768
Lufkin, Texas 75901

Cisco Junior College
Cisco, Texas 76437

College of The Mainland
Texas City, Texas 77590

Del Mar College
Corpus Christi, Texas 78404

Eastfield College of the Dallas
Junior College District
3737 Motley Drive
Mesquite, Texas 75149

El Centro College
Main and Lamar Streets
Dallas, Texas 75202

Laredo Junior College
PO Box 738
Laredo, Texas 78041

Lee College
PO Box 818
Baytown, Texas 77520

South Plains College
Levelland, Texas 79336

Mountain View College
4849 Illinois Avenue
Dallas, Texas

Navarro Junior College
PO Box 1170
Corsicana, Texas 75110

Odessa College
PO Box 3752
Odessa, Texas 97960

Paris Junior College
Paris, Texas 75460

San Antonio College
1300 San Pedro Avenue
San Antonio, Texas 78212

Southwestern College
Waxahachie, Texas 75165

Southwest Texas Junior College
PO Box 70
Uvalde, Texas 78801

Tarrant County Junior College District
1400 Forth Worth National Bank Bldg.
Fort Worth, Texas 76102

Temple Junior College
Temple, Texas 76501

Texarkana College
1024 Tucker Street
Texarkana, Texas 75501

Weatherford College
412 S Elm Street
Weatherford, Texas 76086

Wharton County Junior College
Wharton, Texas 77488

VERMONT

Champlain College
Box 670
Burlington, Vermont 05401

Green Mountain College
Poultney, Vermont 05764

Vermont College
College Street
Montpelier, Vermont 05602

Vermont Technical College
Randolph, Vermont 05061

VIRGINIA

Bluefield College
Bluefield, Virginia 24605

Dabney S. Lancaster Community College
Clifton Forge, Virginia 24422

Ferrum Junior College
Ferrum, Virginia 24088

John Tyler Community College
Drawer T
Chester, Virginia 23831

Northern Virginia Community College
8333 Little River Turnpike
Annandale, Virginia 22003

Southwest Virginia Community College
PO Box 878
Richlands, Virginia 24641

Sullins College
Virginia Park
Bristol, Virginia 24201

Tidewater Community College
Portsmouth, Virginia 23703

Virginia Highlands Community College
PO Box 828
Abingdon, Virginia 24210

Virginia Western Community College
PO Box 4195
3095 Colonial Avenue, S W
Roanoke, Virginia 24015

WASHINGTON

Big Bend Community College
PO Box 1547
Moses Lake, Washington 98837

Centralia College
PO Box 639
Centralia, Washington 98531

Fort Steilacoom Community College
11304 Bridgeport Way
Tacoma, Washington 98499

Green River Community College
Auburn, Washington 98002

Highline Community College
Midway, Washington 98031

Lower Columbia College
Longview, Washington 98632

Shoreline Community College
16101 Greenwood Avenue
Seattle, Washington 98133

Tacoma Community College
5900 S 12th Street
Tacoma, Washington 98465

WISCONSIN

Concordia College
3126 W Kilbourn Avenue
Milwaukee, Wisconsin 53208

Madison Area Technical College
211 N Carroll Street
Madison, Wisconsin 53702

Nicolet College & Technical Inst.
Box 518
Rhinelander, Wisconsin 54501

Racine Technical Institute
800 Center Street
Racine, Wisconsin 53403

WEST VIRGINIA

Parkersburg Center
West Virginia University
Parkersburg, West Virginia 26101

WYOMING

Laramie County Community College
1408 E Orchard Valley Road
Cheyenne, Wyoming 82001

Northwest Community College
Powell, Wyoming 82435